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ABSTRACT

Noting that having fun with language engenders a love of language and an understanding of its power and vitality, and that students with this awareness of and respect for language will likely be more successful writers, this guide offers suggestions that will help teachers ease the rigors of writing for their students and create a "language is fun" atmosphere in their classrooms. Following the introduction, the guide discusses the importance of teachers modeling writing in the classroom and offers suggestions to that end. The remainder of the guide offers classroom activities for teaching (1) dictionary skills, (2) etymology, (3) figurative language, (4) nonverbal language, (5) parody and satire, (6) poetry, (7) puzzles, (8) sounds of language, (9) storytelling, (10) vocabulary building, (11) word play, and (12) other ways to have fun with language. The guide concludes with references and a bibliography. (HTH)

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A GUIDE TO

RAISING WRITING'S RIGORS:

HAVING FUN WITH LANGUAGE

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WISCONSIN WRITING PROJECT 1983

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The 1983 Wisconsin Writing Project guidebooks are dedicated in the memory of Bob Kellner whose ardent interest in writing served as a motivating force to all people with whom he shared his ideas--both teachers and students alike. He will be remembered, not only for his contributions in the area of language arts, but also for the warm regard he showed to so many people.

Bob Kellner

DPI Language Arts Consultant

1940 - 1983

...said the Mock Turtle with a sigh, "I only took the regular course."

"What was that?" inquired Alice.

"Reeling and Writhing, of course, to begin with," the Mock Turtle replied, "and then the different branches of Arithmetic—Ambition, Distraction, Uglification and Derision."

—from Lewis Carroll's Alice's Adventures in Wonderland, Chapter IX

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I. Introduction

Writing is rigorous, causing "reeling and writhing" in writers, young and old. Often all writers feel overwhelmed by its many potential pitfalls: the mire of mechanical miscues, the gouge of grammar gone wrong, the wrestling with rhetoric and style. All these trouble spots, and more, can make a writer feel weak in the knees. The rigors of pre-writing and writing are inescapable, but they can be reduced by stressing the fun there is to be had with language. When students have fun and begin enjoying language, they become more willing to take risks with it, and consequently they become more successful. This, of course, enhances self-esteem as well as the spirit of adventure. Having fun with language engenders a love of language and an understanding of its power and vitality. In turn, students with this awareness and respect of language will look at mechanics, grammar, rhetoric and style more closely. They will become aware of the power of language and their own power in eliciting this power.

In this guide we have collected ideas, suggestions and references that may help you to create a "language is fun" atmosphere in your classrooms.

II. The Teacher as a Model

The importance of modeling good oral language is understood. However, it is just as important to model writing. Students of all ages look to their teachers to see what is <u>really</u> important. If they see their teachers writing, they will be more motivated to write themselves.

The following techniques can be used by teachers at all levels, K-12:

1. Keep a journal or "writer's notebook". Let the students see you writing in the notebook on a daily basis. You may choose to let the students read it, but the important thing is to share with them what <u>kinds</u> of writing are in the notebook. These could include ideas, lists of things to do, shopping lists, drafts of letters, ideas for stories, or notes about the class lessons.
2. Give the students their own journal or writer's notebook. Children in kindergarten and 1st grade can practice writing letters and words. They should be encouraged to try to write, or even to "pretend" to write. Older children can write ideas, stories, or thoughts. Journals should <u>never</u> be corrected. This is the students' opportunity to be free with writing. However, comments concerning the student's <u>ideas</u> may be necessary to encourage further writing.
3. Try to write stories and poems, and share the writings with the students. A goal of even one short story and one poem per year would provide a model for the students.

4. Let the students know that writing is personal--and it often results in feelings of joy. If you risk showing your real feelings, the students will be more likely to risk showing theirs.

It is really true that students learn as much from what we <u>are</u> as from what we teach. Be a writer!

III. Activities

A. Dictionary Skills

Playing games that develop dictionary skills and allow students to play with the dictionary can help them to become familiar with using the dictionary and can foster an interest in words.

LEVEL: Grades 2-3

ACTIVITY 1: Make up name cards for the first names of the students. Give each student his own card and divide the class into groups of five or six. Direct each group to arrange themselves in alphabetical order. Have the order for each group checked for correctness by the other groups.

LEVEL: Grades 2-3

ACTIVITY 2: "Be Quick" Dictionary Game. This game provides practice in finding words in the dictionary. It can be played with a group of three to ten players or with an entire class. Prepare a set of word cards (25 to 30 cards). Provide a dictionary for each player. Show a word card to the group. The first player to locate the word in the dictionary calls out the page number and she gets the word card. Play ends when all the cards

are gone or at the end of a set time limit. The player with the most cards is the winner.

LEVEL: Grades 3-4

ACTIVITY 3: Make sets of word cards based on reading vocabulary or spelling lists. As an independent activity, let students arrange the sets in alphabetical order. Level of difficulty can be increased by using a greater number of cards in a set and by including words that have the beginning letter (or letters) in the same set.

LEVEL: Grades 3-5

ACTIVITY 4: Let the students use dictionaries to look for and list words that contain double consonants. See who can list the most words in a limited amount of time. The students may work individually or with partners. (Hodges, Learning to Spell, 1981) Variations: Look for words that contain double vowels. Look for words that end with double vowels.

LEVEL: Grades 3-5

ACTIVITY 5: Choose a word with multiple meanings and write it on the board. Give students large sheets of drawing paper, and ask them to make illustrations for each of the different meanings. (They may use dictionaries to check the various meanings.) Then direct them to write a sentence for each illustration. These may be displayed on a bulletin board. Some examples of words to be used are: spring, trunk, turn, star, step, bank, ring.

B. Etymology

A simplified dictionary definition of etymology is the "study of the history of a linguistic form (words, phrases) and its interconnections among various languages."

Many texts (e.g., Follett's World of Language) outline how language changes.

EXAMPLES:

Pronunciation changes

Vocabulary changes
- borrowed words
- prefixes, suffixes and roots
- initials and inventions
- back formation and shortened forms
- compounds

Meaning changes
- broadening and narrowing
- elevation and degradation
- idioms
- clichés

Grammar changes

The following section suggests some possible activities.

ETYMOLOGY: BORROWED WORDS

LEVEL: Grades 7-12

ACTIVITY 1: Comparing English With Other Languages

ENGLISH	FRENCH	GERMAN
head	tete	kopf
color	couleur	farbe
good	bon	[illegible]
night	nuit	nacht
to come	venir	kommen
to eat	manger	essen
to make	faire	machen
to run	courir	laufen
to cry	crier	schrien
road	route	strasse
sea	mer	see
school	ecole	schule
name	nom	name
sorrow	chagrin	sorge
to take	prendre	nehmen
friend	ami	freund

MOTHER:

Latin - mater	Russian - mati
Greek - meter	Italian - madre
French - mere	Polish - matka
German - mutter	Persian - mader
Spanish - madre	Anglo-Saxon - moder
Old Irish - mathur	Sanskrit - matar

Choose from the following languages. Each one matches with a sentence below.

French - Russian - Czech - Spanish - Hawaiian - Yiddish - Ukrainian

Polish - Japanese - German - Hebrew

_____ Everybody loves Saturday night.

_____ Tout le monde aime Samedi soir.

_____ Jeder eyne hot liebe Shabas ba nacht.

_____ Vsiem nravitsa Sabota vietcheram.

_____ Kozhdi lubit Subotu Vechir.

_____ Kazhdi ma rad Sabotu vietcher.

_____ Kazhdy lubi Soboty wieczur.

_____ Jedermann liebt Samstag Abend.

_____ Todo el mundo le gusta la nocha del Sabado.

_____ Dare demo doyobi aga suki.

_____ Kol echad ohev Shabat ba laila.

_____ Ke puni kela mea i Po'aona po.

ETHOLOGY: BORROWED WORDS

LEVEL: Grades 8-12

ACTIVITY 2: Comparing "Middle English" and "Modern English"

Examine the first 18 lines of Chaucer's Canterbury Tales to find words from Middle English which are similar to those of Modern English.

Middle English

Whan that Aprill# with his shour#s soot#
The droghte of Marche hath perc#d to the root#,
And bath#d every veyne in swich licour,
Of which vertu engendr#d is the flour;
What Zephirus eek with his swet# breeth
Inspir#d hath in every holt and heeth
The tendr# cropp#s, and the yong# s.nn#
Hath in the Ram his half# cours yronn#,

And smalë fowlës maken melodyë,
That slepen al the night with open yë-
So prikath hem nature in hir corages:
Than longen folk to goon on pilgrimages,
And palmers for to seken straunge strondes,
To ferne halwes, couthe in sondry londes;
And specially, from every shires ende
Of Engeloud, to Caunterbury they wende,
The holy, blisful martir for to seke,
That hem hath holpen whan that they were seke.

Modern Translation

As soon as April pierces to the root
The drought of March, and bathes each bud and shoot
Through every vein of sap with gentle showers
From whose engendering liquor spring the flowers;
When zephyrs have breathed softly all about
Inspiring every wood and field to sprout,
And in the zodiac the youthful sun
His journey halfway through the Ram has run;
When little birds are busy with their song
Who sleep with open eyes the whole night long
Life stirs their hearts and tingles in them so,
On pilgrimages people long to go
And palmers to set out for distrant strands
And foreign shrines renowned in many lands,
And specially in England people ride
To Canterbury from every countryside
To visit there the blessed martyred saint
Who gave them strength when they were sick and faint.

ETYMOLOGY: BORROWED WORDS

LEVEL: Grades 4-8

ACTIVITY 3: Finding the Country of Origin of Words

Using the etymological section of each word entry, find the country (or language) of origin for the following words:

acrobat_____

fashion_____

solo _____

pizza_____

robot_____

ski_____

blush_____

doctor_____

work_____

apartment_____

moose_____

sonata_____

geyser_____

menu_____

vaudeville_____

sloop_____

schooner_____

democracy_____

circus_____

gumbo_____

cafe_____

sleep_____

bandanna_____

chauffeur_____

lingerie_____

skunk_____

kimono_____

canoe_____

tattoo_____

jubilee_____

tobacco_____

caravan_____

czar_____

coffee_____

nincompoop_____

khaki_____

radio_____

chipmunk_____

chocolate_____

This is a list of some English words borrowed from other languages.

Indian	French	Spanish
caribou	ballet	armadillo
hickory	blonde	arroyo
hominy	bouquet	avocado
moccasin	boutique	bonanza
moose	boudoir	bronco
papoose	boulevard	cantina
pecan	brunette	chaps
persimmon	cafe	iguana
squash	chaise lounge	lasso
squaw	challet	poncho
tepee	chowder	pueblo
terrapin	cigarette	ranch
tomahawk	coiffeur	rodeo
wampum	corps	sombrero
wigwam	cul-de-sac	stampede
	picayune	tomato
	prairie	tornado
	rayon	vamoose
	restaurant	
	rouge	
	trousseau	

German	Dutch	Eskimo
delicatessen	cooky	igloo
frankfurter	cranberry	malamute
kindergarten	Santa Claus	parka
nix	sleigh	mukluk
pretzel	stoop	
sauerkraut	waffle	
semester		
zwieback		

Hawaiian	Italian
hula	aria
Kanaka	lasagna
luau	piano
muu-muu	piccolo
ukulele	spaghetti
	tutti-frutti

ETYMOLOGY: PREFIXES, SUFFIXES AND ROOTS

LEVEL: Grades 1-8

ACTIVITY 1: Find the meanings of these word parts. Then have students "coin" words using these morphemes.

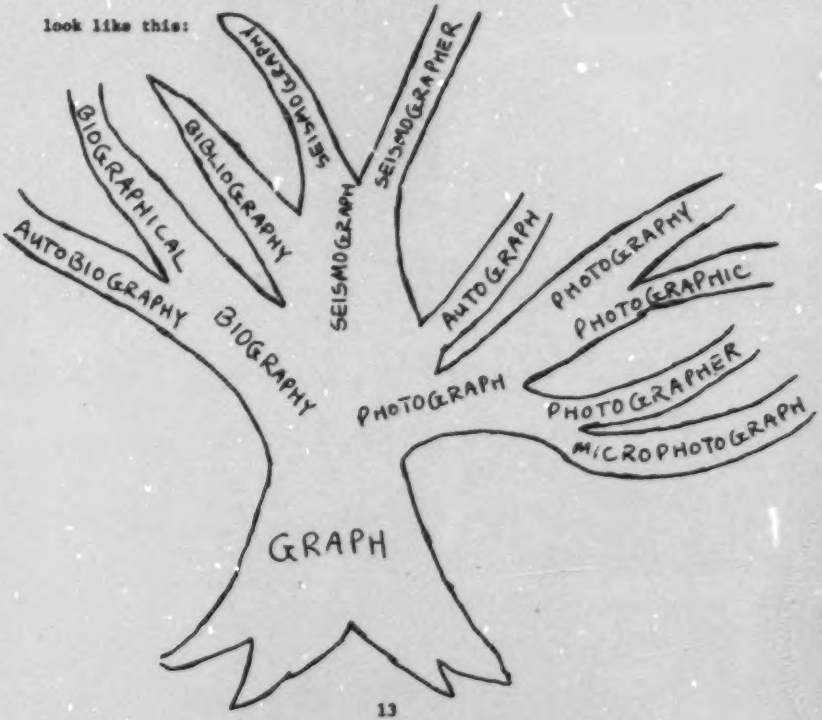
uni-	psych-	aqua-	-phobia
bi-	geo-	auto-	-itis-
tri-	hemo-	aud-	ology-
semi-	trans-	-lysis	inter-
non-	micro-	-phagy	super-
un-	hydro-	-phile	poly-
anti-	multi-	-phone	sub-
mono-	phil-	phono-	pseudo-
ultra-	pre-	post-	

ETYMOLOGY: PREFIXES, SUFFIXES AND ROOTS

LEVEL: Grades 1-6

ACTIVITY 2: Language trees

Draw "language trees" with a Greek or Latin root at the base of the trunk and English words which contain the root branching out from the trunk. Some good roots to use are: graph, port, scope, cycle, ped and trans. A tree might look like this:



ETYMOLOGY: PREFIXES, SUFFIXES AND ROOTS

LEVEL: Grades 1-6

ACTIVITY 3: "Dissecting and Defining"

Examine the word: "pneumonoultramicroscopicsilicovolcanokoniesis" and try to identify its morphemes and define the word.

pneumono- (Gr) lung

ultra- (Lat) extreme, beyond the range of

micro- (Gr) small

scopic- (Gr) to see

silico- (Lat) flint

volcano- (Lat) produced by a volcano

koni- (Gr) dust

esis (Gr and Lat) a diseased condition

ETYMOLOGY: INITIALS AND INVENTIONS

LEVEL: Grades 1-8

ACTIVITY: Acronyms, "Portmanteaus" and Blends

1. Make a list of all the acronyms you can think of, then look for others in a dictionary of acronyms and initials. Students should try to figure out what the letters stand for before they consult a dictionary.

CARE - Cooperative for American Remittances to Europe

jato - jet-assisted takeoff

AWOL - absent without leave

UNICEF - United Nations International Children's Emergency Relief Fund

snafu - situation normal, all fouled up

RAM - read only memory

radar - radio detecting and ranging

laser - light amplification by stimulated emission of radiation

Anzac - Australia and New Zealand Army Corps

NASA - National Aeronautics and Space Administration

UNESCO - United Nations Educational, Scientific, and Cultural Organization

ZIP code - Zone Improvement Program

scuba - self contained underwater breathing apparatus

NATO - North Atlantic Treaty Organization

2. Try to invent acronyms by working backwards from words like SMILE, DOPE, SOLO, KIDS, FOOL, etc.

3. Read Lewis Carroll's "Jabberwocky" and discuss the meanings of the "Portmanteau" words which are explained to Alice by Humpty Dumpty in Through the Looking Glass. (See pages 65-67.)

4. Make a list of blended words in common use, such as:

smoke + fog = smog motor + cavalcade = motorcade

motorist + hotel = motel breakfast + lunch = brunch

5. On a map of the United States try to locate some cities by their blended names. Invent names for some ficticious border towns.

Calexico, California — Florala, Alabama

Kanorado, Kansas — Kanova, West Virginia

Texico, New Mexico — Delmar, Delaware

Texarkana, Arkansas

6. Think of brand names which are blends and make up some of your own.

Nabisco = National Biscuit Company

Amoco = American Oil Company

Arco = Atlantic Richfield Company

Sunoco = Sun Oil Company

7. Some linguists think the following words are blends:

splatter = splash + spatter — twirl = twist + whirl

squawk = squall + squeak — flurry = flutter + hurry

Make up some portmanteau adjectives or verbs of your own. (For example, combine blushed with giggled.) Have your classmates try to guess their origin.

8. "Cross" two different animals, automobiles, breakfast foods, appliances, or anything else and come up with a blended word name for your invention. Illustrate it with a drawing or painting.

9. Read and discuss the following limerick:

When once a noon drink named "nuncheon"
Met up with a "lump", they had "luncheon".
It shortened to "lunch"
And oft becomes "brunch"
If you haven't had breakfast to munch on.

A nuncheon was a drink you might have at midday, and lump referred to a lump of food.

10. Read the story of how George Eastman chose to names his new camera KODAK (see Mathews, American Words).

11. Make charts of words which didn't exist before the twentieth century. Find out about their word histories. Some fields from which to choose new words are:

communications	music
electronics	youth culture
medicine	space science
aviation	civil rights
computers	transportation

12. Make a list of obsolete words for household articles, etc. Ask parents and grandparents for assistance.

13. Coin names for inventions which haven't been invented yet. For example:
a typewriter that spells
a burglar alarm that nets the burglar
an automobile that folds up when not in use

14. Investigate the origins of the following words:

escalator cowcatcher bathysphere

ETYMOLOGY: BACKFORMATION AND SHORTENED FORMS

LEVEL: Grades 4-8

ACTIVITY: Find the origins of "clipped words"

1. Use a dictionary to find the longer words from which these "clipped words" come:

fan_____	lab_____
shake_____	possum_____
burger_____	gas_____
malt_____	photo_____
van_____	mini_____
phone_____	drapes_____
"Coke"_____	bike_____
copter_____	combo_____
fridge_____	rattler_____
el_____	gym_____
stereo_____	exam_____
hi-fi_____	mod_____
flu_____	cab_____
ad_____	perc_____

2. Some words were shortened so long ago that their original form is obsolete. Find the originals for the following clipped words in a dictionary.

wig	lunch	fence	zoo
sport	bus	size	piano

3. Make a list of all the compound words you can think of that contain the following parts:

sun	horse	school	day
tender	head	foot	ring

ETYMOLOGY: BROADENING/NARROWING OR ELEVATION/DEGRADATION

LEVEL: Grades 4-8

ACTIVITY: How words change

1. Discuss the present denotations and connotations of the following words. Investigate their etymologies to determine if their meanings have been changed by any of the four ways mentioned above. The list below could be used as a matching exercise. (See "Matching Exercise" below.)

word	old meaning
deer	any animal
knight	a boy or servant boy
silly	happy or blessed

fond	foolish
meat	food
slay	to strike or beat
angel	messenger
gossip	a friend or comrade
pretty	crafty or sly
mansion	any dwelling place
counterfeiter	anyone who imitates
innocent	ignorant
marshal	horse servant
minister	servant
hussy	housewife
villain	farm laborer

Make guesses about what the old meaning of the following words might have been. Then look up the words in Webster's New Collegiate Dictionary to find out how their meanings have actually changed. This information can usually be found in the etymology of the word.

queen	nausea	girl	coast
clown	arrive	butcher	diaper
holiday	veteran	virtue	fraction
starve	bulb	corn	critic

"Matching Exercise": Try to match the words on the left with their correct old meanings on the right. Put the number of the word on the

space in front of its old meaning.

1. deer	___ servant
2. knight	_____ foolish
3. silly	_____ crafty or sly
4. fond	_____ ignorant
5. meat	_____ farm laborer
6. slay	_____ food
7. angel	_____ any animal
8. gossip	_____ horse servant
9. pretty	_____ a friend or comrade
10. mansion	_____ anyone who imitates
11. counterfeiter	_____ a boy or servant boy
12. innocent	_____ housewife
13. marshal	_____ any dwelling place
14. minister	_____ messenger
15. hussy	_____ to strike or beat
16. villain	_____ happy or blessed

3. Speculate as to why the meaning changes of some of the above words might have taken place.

4. Make a list of present day slang words. Ask parents and grandparents what they used to mean.

5. With help from older people, make a list of obsolete slang words.

Additional Resources:

Davidson, Jessica. Is That Mother in the Bottle? Where Language Comes From, and Where It's Going. New York: Franklin Watts, 1972.

Greenfield, Howard. Summer Is Icumen In - Our Everchanging Language. New York: Crown Publishers, Inc., 1978.

Kohn Bernice. What a Funny Thing to Say. New York: Dial Press, 1974.

C. Figurative Language

CLICHES

A cliche is an expression or idea that has become worn out or trite.

LEVEL: Grades 6-12

ACTIVITIES:

1. Give students a list of cliches which are incomplete and require the students to fill in missing words. (Espy, 1975)

2. Give students a list of cliches and have them explain their meanings and rewrite them so that they are refreshed.

Cliche list (Espy, 1975)
run-of-the-mill
go the whole hog
the acid test
a pretty kettle of fish
beauty is only skin deep
his heart was in his mouth
he drank like a fish
lock, stock and barrel
may the best man win
a tower of strength
castles in the air
hit the ceiling
a penny for your thoughts
give him an inch, he'll take a mile

variety's the spice of life
the love is money is the root of all evil
a little learning is a dangerous thing
music has charms to soothe a savage breast
ask me no questions, and I'll tell you no lies

3. Ask students to tell the story of the origin of a particular cliche as they imagine it.

4. Ask students to create a story which has as its concluding line a cliche which gives the story meaning, a moral or a twist.

SLANG

Slang is language outside conventional or standard usage. The special vocabulary (e.g., the slang of teenagers) has been contributed to our general language, after enlivening it. The slang of certain occupations, such as criminals, police, cowboys and waitresses, has also enlivened our general language.

LEVEL: Grades 6-12

ACTIVITIES:

1. Ask students to create Slang Notebooks after listening to television, people around them and each other. Ask that they note that there is an important difference between slang and jargon. Slang tends to enliven the language, while jargon disables it with pretension and obscurity.

2. Ask students to characterize their own slang. Research indicates that the slang of today's teens may be categorized as follows:

   drugs and intoxication
   people descriptions
   negatives and positives
   cars
   leaving
   confusion
   sex

   These categories are arranged according to the number of terms in each. (Hyde, 1982)

3. Ask students to compare their slang to that used by teens in the past as well as teens in other locations. Information about past slang could be gotten from interviews and back issues of teen magazines. Information about current slang could be gotten by writing to students in other parts of the country. For instance, the Valley Girl Handbook provides information on the slang of teens in a particular area.

EUPHEMISMS

[eu-"good" phemo-"speech" (Greek)]

Euphemisms are pleasant sounding words or phrases that cover up an unpleasant idea. People use euphemisms in their speech all the time--not to lie, but to cover up what they don't want to say or hear. As a result, euphemisms

tend to come in three different types:

Softeners: People often "soften" cold hard reality statements. For example, some people say "pass away" rather than "die" when speaking of a person.

Impressers: Some euphemisms are used to impress people. They make an ordinary thing sound more important, or an important thing sound really important (hence, the profusion of "superstars"). Job titles are excellent examples of this type of euphemism. Garbage collectors become "sanitation engineers" or "garbologists".

Disguisers: In most cases, the general euphemism is used simply to disguise an unpleasant truth. Used cards are now "previously owned," or "experienced," or "executive tested". Obviously, these euphemisms attempt to disguise the simple fact that these cars are used.

LEVEL: Grades K-8

ACTIVITY 1: Occupation Euphemisms

Have students create euphemisms for each occupation as if they were employers who wanted to attract job applicants.

1. sewer worker
2. secretary
3. teacher
4. telephone lineperson
5. plumber
6. dogcatcher
7. policeperson
8. hairdresser
9. butler
10. baseball umpire
11. undertaker
12. dentist
13. architect
14. lumberjack
15. chimney sweep
16. truck driver
17. carpenter
18. janitor
19. shoe salesperson
20. florist

ACTIVITY 2: "Softeners"/"Disguisers"

Have students "soften" or "disguise" these often unpleasant things or situations.

1. Someone has died.
2. Someone wears false teeth.
3. Someone has been committed to an insane asylum.
4. Someone has been fired from a job.
5. Someone has been "stood-up" on a date.
6. A spy satellite has been launched or discovered.
7. Someone wears a wig.
8. Someone is sick.
9. Someone has filed for a divorce.
10. Describe your friend to a prospective blind date.

Follow-up: Discuss the purpose of these euphemisms. Are they sometimes necessary?

IDIOMS

An idiom is a phrase or certain group of words that has a special meaning different from the meaning of the individual words.

LEVEL: Grades 3-12

ACTIVITY 1: Explain that sometimes when certain words are used together in a phrase, they have a different meaning than they usually have. Write two sentences on the board, one in which a certain phrase is used as an idiom and one in which the phrase retains its literal meaning.

Example:

My cup of tea has sugar in it.
Math is not my cup of tea.

Discuss the special meaning for my cup of tea. Ask students to think of some idioms, then list and discuss them. Add some other examples and ask students to use them in sentences.

LEVEL: Grades 3-6

ACTIVITY 2: List a group of idioms on a chart. Choose a student to pantomime the literal meaning of the phrase and ask the others to guess which phrase is being acted out. In order to take a turn as the actor, the one who guesses the correct phrase must use the phrase in a sentence as an idiom.

Examples:
hit the roof
at the drop of a hat
hot under the collar
left holding the bag
in hot water
pulling my leg
hit the road

Additional resource:

Merriam, Eve. It Doesn't Have to Rhyme. New York: Atheneum, 1964. (A book of poetry for young people illustrating all types of figurative language.)

The idiom often refers to the particular language of a people, region or class. That language is so common within that region or class that it seems, from within, to be general, standard usage rather than specific to the particular context.

LEVEL: Grades 6-12

ACTIVITY 3: Brainstorm a list of idioms

Idiom list

to catch the bus	to hit the spot
to give you a ring	to run across something
to run out of something	to be all over but the shouting
to fall through	to burn the midnight oil
to fall in love	to bury the hatchet
to drop in some time	to happen at the drop of a hat
to drop a line	to lay an egg
to put your foot down	to make the grade
to catch the mumps	to read between the lines
to pick a fight	to win hands down
to hit the road	

Ask the students to illustrate idioms literally and/or act them out. Then ask students to use several idioms in a coherent paragraph.

SIMILES

A simile is a form of figurative language in which two unlike things are compared. A simile uses the words as, than or like. For example, Joe runs like a deer.

LEVEL: Grades 1-4

ACTIVITY 1: List the following phrases on the board and ask the students to finish them.

as hungry as _____
as sleepy as _____
as pretty as _____
as funny as _____
as easy as _____
as silly as _____
as scary as _____
as happy as _____
as high as _____
as round as _____

LEVEL: Grades 2-5

ACTIVITY 2: List several common similes on the board or read them aloud. Ask students to add to the list. Discuss the meaning of each simile.

LEVEL: Grades 3-4

ACTIVITY 3: With either a small group or the entire class working together, generate some similes that use animals for comparison and list them on a chart or on the board. Then let the students each choose a simile to illustrate, and create a SIMILE ZOO bulletin board with their drawings.

Some examples are:

hungry as a bear
slow as a turtle
sly as a fox
big as an elephant
silly as a monkey
wise as an owl
mad as a hornet
strong as an ox
gentle as a lamb
quiet as a mouse

Additional resource:

Hanson, Joan. Similes - As Gentle As A Lamb, Spin Like A Top, and Other Like or As Comparisons Between Unlike Things. Minneapolis: Lerner Publications, 1976.

METAPHORS

A metaphor is a form of figurative language which compares one thing to another different thing by saying it is that thing. Example: My brother is a beanpole.

LEVEL: Grades 4-8

ACTIVITY: Explain what metaphors are, and that the reader or listener must figure out how the two things being compared are alike in order to understand what the metaphor means. Use examples similar to those listed below to discuss how the two things might be alike and what the metaphor means. Ask students to offer examples of metaphors, then list them and discuss.

Some examples:

This kitchen is an oven.
My mind is a blank page.
My bedroom is an ice-box
Kate is a fish in the water.
The snow is a blanket of white.
After the rain, our yard was a lake.
His business is a real gold mine.

Additional resource:

Russo, Susan. The Moon's the North Wind's Cooky-Night Poems. New York: Lathrop, Lee & Shepard Co., 1979.

D. Non-Verbal Language

One example of non-verbal language is the American Manual Alphabet and American Sign Language, used widely by deaf people.

LEVEL: Grades K-12

ACTIVITY 1: Children as young as kindergartners love learning sign language. Both the American Manual Alphabet (finger spelling) and American Sign Language (words and phrases) can be taught. Introducing the letters in alphabetical order and practicing frequently are necessary. Once students learn the manual alphabet, they can have fun spelling their names and other words.

Resources:

Adler, David A. Finger Spelling Fun. New York: Franklin Watts, 1980.

Bove, Linda. Sign Language Fun-Sesame Street. New York: Random House/ Children's Television Workshop, 1980.

Charlip, Remy. Handtalk. New York: Parents' Magazine Press, 1974.

Riekehof, Lottie L. The Joy of Signing. Springfield, MO: Gospel Publishing House, 1981.

PANTOMIME

A pantomime conveys an idea or story by expressive bodily or facial movements.

LEVEL: Grades K-3

ACTIVITY 2: "Magic Circle"

Every day, devote five minutes of quiet time to the "Magic Circle". The children within the circle may not talk. If they need to talk, they may leave the circle. The teacher begins by pantomiming different actions, animals or objects. The children imitate. If a child thinks of a pantomime, she can do it, and the teacher and class imitates. When the "spell" is broken, children try to list all of the actions they pantomimed.

Examples of actions to pantomime:

painting a picture
writing
eating an ice cream cone
scolding someone
building a tower of blocks and then knocking it over
reading a book
tying shoelaces
being a rabbit
hugging a friend

E. Parody and Satire

"Humor is simply the juxtaposition
of the incongruous."

-Anonymous

Parody is a literary work in which the style of an author or work is closely imitated for comic effect or in ridicule.

Satire is a literary work holding up human vices and follies to ridicule or scorn.

The study and creation of parody is worthwhile because it encourages students to observe affectations, imprecisions, and lack of clarity and brevity in language. It also encourages students to be more aware of seeking their own voice in writing (Lehr, 1981).

Studying satire helps students learn to laugh at themselves and look at their values and society's values. Satire demands an awareness of the ideal standard of conduct for the time and place, as well as an awareness of the actual performance of people (Lehr, 1981).

"...against the assault of laughter
nothing can stand."

-Mark Twain in The Mysterious Stranger

LEVEL: Grades 6-12

ACTIVITIES:

1. Ask students to note the jargon of "public discourse" (i.e., the pretentious and obscure language of people seeking a voice other than their own, such as politicians, psychologists, weather persons, sportscasters). Have students cut out, tape or transcribe such speech and ask that they translate it into precise, clear language.
2. Ask students to write their own scenarios which typically feature jargon. Students should work in groups during prewriting, writing and revision. Then the scenario should be presented to the class with one student reading the parody, another translating into precise language (Lehr, 1981).
3. Have students parody "Cosellese," i.e., the language of Howard Cosell.
   a. Cosell uses many superlatives. Give students a simple declarative sentence or have them write their own. Then have students deliberately add empty superlatives.
   b. Cosell uses multi-syllabic words. Have students write short, simple narrative paragraphs. Then ask them to use a thesaurus to find appropriately obscure synonyms for their everyday words and phrases.
   c. Cosell uses sentences inflated with too many words. Ask students to write simple, clear passages. Then ask that they inflate each passage by adding 50 percent more words (Gillespie, 1982).
4. Have students parody governmental jargon.
   a. Ask students to take a clear statement and make it unclear using

"bureaucratic substitutes and overblown words". NOTE: Be sure to be repetitious; use common redundancies like "first and foremost," "each and every;" use clumsy, long, convoluted sentences; use the passive voice (Gillespie, 1982).

b. Ask them to edit the published speech of a politician, making it clear.

List of Words and Phrases

Adequate, Precise Words	Bureaucratic Superlatives and Overblown Words
decide	engage in a decision-making process
now	at this point in time
whole	in its totality
order	prioritise ongoing input
consider	give consideration to
inquire	make inquiry regarding
implement	embark upon an implementation process
hit	impact upon
use	utilize
change	modification
reduce	minimise
choice	viable alternative
assist	facilitate

ANOTHER NOTE: Observing and parodying language abuse is a good way to make students aware of the vitality of language.

5. Use Mad and National Lampoon magazines and the "Doonesbury" comic strip to highlight a variety of satiric attacks for students, helping them learn the characteristics of satire. Based on their exposure

to these, students should be able to answer: Why is satire funny? What's being satirized in specific pieces of writing? Why? How does the behavior satirized in a specific piece deviate from the standard or ideal? (Lehr, 1981).

Additional resource:

Jonathon Swift's "A Modest Proposal for Preventing the Children of Poor People in Ireland from Being a Burden to Their Parents of Country and for Making Them Beneficial to the Public"

F. Poetry

Poetry offers a wide variety of models for children to use in written expression. Children need to hear poetry in its many different forms before they can write poetry. Listening activities are the cornerstone on which other language activities are build. The teacher who regularly reads poetry aloud to his students is providing the opportunity for students to hear the flow of language and to learn to appreciate the richness of words that have been carefully structured into meaningful expression. The books listed below are good sources for a variety of poetry. (Books for specific poetry forms are listed at the end of those sections.)

Additional resources:

Cole, William. Dinosaurs and Beasts of Yore. Cleveland: Collins, 1979.

Kennedy, X.J. and Dorothy. Knock on a Star--A Child's Introduction to Poetry. Boston: Little, Brown & Co., 1982. (A collection of poems for all kinds of ages.)

Wilner, Isabel. The Poetry Troupe. New York: Scribner, 1978. (An anthology of over 200 read-aloud poems for teachers.)

RHYTHM

Rhythm is the flow of sound and silence in speech.

LEVEL: Grades K-2 (Rhythm is natural to young children's speech when they are at play. This aspect of language is probably the easiest to bring into the lower primary grades.)

ACTIVITIES:

1. Find a special time each day for "Poetry Time". This would begin with the teacher reading nursery rhymes, and other poetry (see Resources). Poetry Time would last no more than five minutes, and only one or two poems should be read and repeated with the class joining in. Children may recite, clap, or move to the poem. As the children begin to explore rhythmic language, the teacher can write down their poems, rhymes, or chants. These could also be shared at Poetry Time.
2. The teacher listens to the children at play, both indoors and at recess. When she hears chants, riddles, or repeated rhythmic patterns, he can write them down and invite other children to add to the collection (e.g. "Our Book of Riddles", or "Our Book of Rhymes")
3. When reading stories with repeated patterns, have the children say the repeaters with you.

Examples: "Fee Fi Fo Fum" (Jack and the Beanstalk)

"Run, run as fast as you can,
You can't catch me,
I'm the Gingerbread Man!" (The Little Gingerbread Man)

"Brown Bear, Brown Bear,
What do you see?" (Brown Bear, Brown Bear)

Resources:

Adoff, Arnold. All the Colors of the Race. Poems. New York: Lathrop, Lee & Shepard, 1982.

Calmenson, Stephanie, ed. Never Take a Pig to Lunch--and Other Funny Poems About Animals. Garden City, NY: Doubleday and Co., 1982.

Frank, Josette, ed. Poems to be Read to the Very Young. New York: Random House, 1982.

Kuskin, Karla. Dogs & Dragons, Trees & Dreams. New York: Harper & Row, 1980.

Larrick, Nancy, ed. Poetry for the Holidays. Champaign, IL: Garrard, 1966.

Martin, Jr., Bill. Brown Bear, Brown Bear. New York: Holt, Rinehart & Winston, 1971.

Mitchell, Cynthia. Hallowe'en Hecate & Other Rhymes to Skip To. New York: Thomas Y. Crowell, 1978.

Petersham, Maud and Miska. The Rooster Crows. New York: Macmillan, 1945.

Sendak, Maurice. Chicken Soup with Rice. New York: Scholastic Book Services, 1962.

Viorst, Judith. If I Were in Charge of the World, and Other Worries. Poems For Children and Their Parents. New York: Atheneum, 1981.

Watson, Jane Werner, ed. The Golden Mother Goose, 163 Favorites. New York: Golden Press, Racine, WI: Western Publishing, 1948.

FREE VERSE

This is an easy form of poetic expression, even for young children, because there are no rules. This form dates back to ancient Hebrew times and is found in the Psalms of the old testament of the Bible.

LEVEL: Grades K-12

ACTIVITY: Read some unrhymed poems to the students. Explain that poems do not need rhyming words or a certain number of syllables. All you really need to write a poem is an idea, and then you choose some words to tell your idea. The idea can be about feelings, such as love, or happiness, or sadness. It can be about an event such as a birthday or holiday, or it can be about something they like - dogs, kittens, friends, baseball or flowers. Let students have time to try writing some short poems in free verse, and then illustrate them. Allow them to share their work with the class.

Additional resource:

Merriam, Eve. It Doesn't Always Have to Rhyme. New York: Atheneum, 1964.

HAIKU

Haiku is a Japanese form is verse with three lines and seventeen syllables: the first line has five syllables, the second line has seven syllables, the third line, five syllables. The theme is usually about nature or the seasons.

LEVEL: Grades 3-12

ACTIVITY: Select a haiku verse to read aloud to the students. Discuss the themes and the syllabic pattern. Ask students to suggest some themes that could be used for this type of verse and list them on the board. Then ask them to choose a theme and try to create their own haiku. This could be done individually, with partners, or in small groups. Giving students some sample first lines may help them get started. (After the haikus are written, some students may want to illustrate their verse.)

Example: Spring has come at last.
Tamaracks are lacey green,
Lilacs scent the air.

Examples of some first line "starters":

1. Robins pulling worm
2. Children in the rain
3. Moonlight in the sky
4. Trees sway in the breeze
5. The snow is melting
6. Crickets chirp loudly
7. Red sky at sunset

Additional resources:

Mizumura, Kazue. Flower Moon Snow: A Book of Haiku. New York: Thomas Y. Crowell, 1977. (for Grades 3-6)

Maestro, Betsy. Fat Polka-Dot Cat and Other Haiku. New York: E.P. Dutton, 1976. (especially for Grades K-1)

CINQUAIN

The cinquain is the American version of the Latin "quintain" - a five line stanza. It uses 2, 4, 6, 8, and 2 syllables in the successive lines of the complete five line poem. Another popular version is composed of 1, 2, 3, 4, 5 (or 1) syllables per line. (Miner, 1972, p. 31)

LEVEL: Grades 4-12

ACTIVITY: Write a cinquain on the board and read it aloud. Ask the students to find the pattern for this verse. Discuss the syllabic pattern. Ask students to make up a cinquain of their own, leading them to follow a pattern similar to this:

Line 1 - write one word that names an idea
Line 2 - write two descriptive words
Line 3 - write three interpretive words
Line 4 - write four words that show reaction
Line 5 - write five words that repeat line one's idea or write one word that is a different word for line one

Examples:

Swimming
Clear water
Cooling, splashing, refreshing
It feels so good,
Skimming slowly through the waves

Rain
Lightning
Thunder roars
The sky is dark
Storm.

LIMERICKS

This verse form is named after the town of Limerick in Ireland where it originated. It is a humorous verse of five lines in which the first two lines rhyme, lines three and four rhyme, and the fifth line rhymes with the first two. Lines one, two, and five usually have more syllables than lines three and four.

LEVEL: Grades 4-12

ACTIVITY: Read aloud several examples of limericks. Discuss the themes. Lead students to conclude that these are humorous verses. Discuss the rhyme and syllabic pattern. Allow students time to create limericks of their own to share with the class. Students may work individually or with partners. For elementary students, brainstorming some sets of rhyme words may help them get started.

Example: A smiling young lady from Niger
Went out for a ride on a tiger
They came back from the ride
With the lady inside
And a smile on the face of the tiger.

Additional resource:

Lear, Edward. Limericks by Lear. Cleveland: World Publishing Co., 1965.

CLERIHEWS

A clerihew is a humorous four-line verse usually about a famous person, whose name typically supplies the first line. The creator of this form was Edmund Clerihew Bentley, an English writer of the early 1900's. (Kapp, 1975)

LEVEL: Grades 8-12

ACTIVITY: Explain the form of this verse and give some examples. Ask students to compose a clerihew about themselves, using their own names, or to make up one about a famous person of their choice.

Examples:

Robert de Niro
Is a screen hero.
Only a slob
Would call him Bob.

Plays by Eugene O'Neill
(I feel)
Go on way too long.
Am I wrong?

How does President Polk
Rate as a folk
Hero?
Zero.

G. Puzzles

CROSSWORD PUZZLES

Crossword puzzles are a great way to build vocabulary by reinforcing reading and spelling vocabulary, as well as specialized vocabulary in all curriculum areas. There are many sources for such puzzles. Teacher-made puzzles designed for a particular set of vocabulary words are most effective. In the early grades (2 and 3), children will need help in developing strategies to solve crosswords. Primary children should also be given a word list to use in solving the puzzle. This would also be true for intermediate grade students working on a puzzle for a particular subject area.

As students progress through the grades, they should be exposed to crossword puzzles of increasing difficulty. Answer keys should be provided for students to check their work and find their own mistakes.

HIDDEN WORD PUZZLES

Hidden word puzzles are puzzles in which letters are arranged in a grid pattern. Fill in some of the grid squares with letters to spell a given set of words. The words may be arranged horizontally, vertically, diagonally, backward, or forward. Fill in the remaining squares with random letters that do not spell words.

LEVEL: Primary Grades

ACTIVITY 1: Prepare a word grid of 25 to 36 squares using vocabulary words appropriate for the students. Duplicate on individual worksheets. The given set of words may be spelling list words, or words from a science or social studies unit.

LEVEL: Intermediate Grades

ACTIVITY 2: Increase the level of difficulty by increasing the difficulty of the words, the number of words to be found, and the size of the grid. Extra challenge: Ask students to prepare a hidden word puzzle using a given set of words or a set of words of their choice, e.g., sports terms.

LEVEL: High school

ACTIVITY 3: Increase the level of difficulty to a level appropriate to the subject area and increase grid size to 100 to 150 squares. See extra challenge for Activity 2.

Example: (Primary)

Words to find:

bear

wolf

fox

deer

fish

A	W	O	L	F
B	A	M	I	O
E	R	S	N	X
A	H	E	E	R
R	F	E	D	S

PROGRESSION WORD PUZZLES

LEVEL: Grades 3-6

ACTIVITY: Show the students how one letter in a word can be changed to make a new word. Change one letter in the new word to make a third word; change one letter in that word to make a fourth word. Next, give the first word and the fourth word and ask them to figure out the second and third words. Challenge them to make up a progression word puzzle and to exchange puzzles with each other. Many of these puzzles will have more than one possible solution.

Examples:	Change SEAT to TENT	One solution is:
	SEAT	SEAT
	____	BEAT
	____	BENT
	TENT	TENT

REST	REST	HOME	HOME
____	BEST	____	DOME
____	BEAT	____	DOLE
BEAD	BEAD	DOLL	DOLL

Irish bull(n): an apparently congruous but actually incongruous expression (as "it was hereditary in his family to have no children")

—Webster's Seventh New Collegiate Dictionary

H. Sounds of Language

ALLITERATION AND ASSONANCE

Alliteration and assonance are repetions of the same consonant and vowel sounds.

LEVEL: Grades K-12

ACTIVITY 1: Given a noun, ask the students to find one or two adjectives that begin with the first letter of the noun and form a phrase that makes sense.

Examples:	Noun	Alliterative or Assonant Adjective(s)
	boy	brilliant, brainy
	bully	barbaric, blustery
	breeze	brisk
	lullaby	lilting, lovely
	cat	crooked, crying
	animals	acrobatic
	elephant	enormous

LEVEL: Grades 5-12

ACTIVITY 2: Older children can write sentences using alliteration and assonance. Examples: Perhaps Paul pilfered the pens. Perhaps Peter purloined them. Please, Paul or Peter, put them back, pronto!

The tally was tied ten to ten with two minutes to go. It was a tough time for the Toledo Titans, traditionally the terror of the league. The usually

timid and tame Tarrytown Tigers were tenacious today, and in truth proving quite troublesome as they taught the Titans a trick or two in their trek toward the title.

Titan's tailback, Tommy "Tree" Thompson, took a toss from quarterback Tom Timmerman and traversed into Tiger territory and tackled at the twenty-two. Twice, Thompson trudged two yards, taxing the Tigers' tired defense. With twenty-two ticks remaining, Timmerman tossed to Thompson, but Tiger "Too-Tall" Tony Talbot took the toss and travelled the turf to the Titan Twenty. With no time-out and ten ticks to go, teammate Ted Tyrone trotted to the twenty, and "toed" the ball through the uprights to win the game thirteen to ten.

Resources:

Brown, Marcia. Peter Piper's Alphabet. New York: Scriber, 1979. (This book has a rhyme with alliteration or assonance for every letter of the alphabet.)

Kipling, Rudyard. "The Elephant's Child" from Just So Stories. Garden City, NY: Doubleday, 1907. (All children should know about the "great grey green greasy Limpopo River, all set about with fever trees.")

Obligado, Lilian. Faint Frogs Feeling Feverish and Other Terrifically Tantalizing Tongue Twisters. New York: Viking Press, 1983.

ONOMATOPOEIA

Onomatopoeia is the naming of a word or action by a vocal imitation of the sound associated with it (e.g., buzz, hiss).

LEVEL: Grades K-3

ACTIVITIES:

1. The teacher says the words that "sound like a sound". Have the whole class say the word over and over. Does it sound like the sound it represents?

   Examples: The duck goes QUACK.
   The frog goes CROAK.
   The light switch goes CLICK.
   The wind goes WHOOSH.
   The rain goes PITTER PATTER.
   The snake goes HISS.
   The leaves go CRUNCH.
   The snow goes SLUSH.

2. Read Umbrella by Taro Yashima. Have the class repeat the sound of the rain on Momo's umbrella. What other sounds sound like rain?

LEVEL: Grades 3-6

ACTIVITIES:

1. Give some examples, have the students think of their own "sound words".
2. Have the children write of dictate "sound" poetry.

Resources:

Hanson, Joan. Sound Words--Jingle, Buzz, Sizzle, and Other Words that Imitate the Sounds Around Us. Minneapolis, MN: Lerner Publications, 1976.

Yashima, Taro. Umbrella. New York: Viking Press, 1976.

WORD SOUNDS

Word sounds are words that have particularly noteable sounds when you say them aloud.

LEVEL: All ages

ACTIVITY:

1. Think of words that are: funny (tickle, freckle)
   pretty (lavendar, Lulu)
   ugly (quagmire)
   harsh (fix)
   soft (fluffy, whisper)

2. Read to the students "The 10 Worst Sounding Words in the English Language" from The Book of Lists by Chinsky, Wallace and Wallace. They are:

   1. cacophony
   2. crunch
   3. flatulent
   4. gripe
   5. jazz
   6. phlegmatic
   7. plump
   8. plutocrat
   9. sap
   10. treachery

Have students list their own ten worst sounding words in the English language.

3. Read to the students "The 10 Most Beautiful Words in the English Language", by Wilfred J. Funk. They are:

1. chimes	6. luminous
2. dawn	7. melody
3. golden	8. mist
4. hush	9. murmuring
5. lullaby	10. tranquil

Have students list their own ten most beautiful words in the English language.

Resources:

Chinsky, David W. and Irving Wallace and Amy Wallace. The Book of Lists. New York: Bantam, 1977.

WORDS ABOUT SOUNDS

LEVEL: Grades K-3

ACTIVITY: Think about sounds. What is the quietest sound you know? What is the noisiest sound you know? Younger children could write or dictate a book about quiet and/or noisy sounds.

Resource:

Brown, Margaret Wise. The Quiet-Noisy Book. New York: Harper & Row, 1950.

DIALECT

LEVEL: Grades 5-12

ACTIVITY 1: "Anguish Languish"

Professor Howard Chance, Department of Romance Languages, Miami University, Oxford, Ohio, had a hobby of reducing folk tales to what he call "Anguish Languish" by replacing all the words of the story with others, similar in sound but unrelated in meaning. This activity can be used to illustrate the concept of dialect inasmuch as it is almost impossible to decipher when reading it silently, but gains meaning when read aloud. When teaching the books Huckleberry Finn, The Cay, or the Uncle Remus series, it is an invaluable aid in helping the student decipher the dialect. It also is a fun activity that can be used on its own to show the versatility of the English language.

1. Hand out "Ladle Rat Rotten Hut" without comment. While students scratch their heads in confusion, tell them that their job is to translate it into "English." They will stare at you in disbelief. Have a volunteer try to read aloud the first sentence or two. Then you read it, using proper inflection. Their eyes are guaranteed to light up as they tackle the project. Working in small groups is best.
2. When finished, have students read portions of the "Anguish Languish"

aloud. Now that they know what the meaning is, it will be great fun.

3. Follow-up activities include:

A. Have the students make their own examples of "Anguish Languish." Translating a simple sentence or short paragraph would be a good start.

Example:

Darn body oatmeal's dream,
Wear a first mate shoe,
Ouija eyesore blew,
Dresden ginghem two.
It was there anew,
Thatch aloft me too.
Sewer sixteen,
Harvel itch clean.
Darn body oatmeal's dream.

B. Have students write "Scotchograms." Scotchograms are telegrams that have been shortened using "Anguish Languish" ostensibly to save money by using fewer words.

Telegram: WE ARE RETURNING THIS ORDER SINCE THE SIZES ARE WRONG.

Scotchogram: WERRY TURNING DISORDER SYNTHESIZES SAROWG.

LADLE RAT ROTTEN HUT

Wants pawn term dare worsed ladle gull hot lift wetter murder inner ladle cordage honor itch offer lodge dock florist. Disc ladle gull orphan worry ladle cluck wetter putty ladle rat hut, and fur disc raisin, pimple caulder Ladle Rat Rotten Hut. Wan morning, Rat Rotten Hut's murder colder inset: "Ladle Rat Rotten Hut, heresy ladle basking winsome burden barter and shirker cockles. Tick disc ladle basking tudor cordage offer groin murder hoe lifts honor udder site offer florist. Shaker lake, dun stopper laundry wrote, and yonder nor sorghum stenches, dun stopper torque vat strainers!"

"Hoe-cake, murder," resplendent Ladle Rat Rotten Hut, and tickle ladle basking an stuttered oft. Honor wrote tudor cordage offer groin murder, Ladle Rat Rotten Hut mitten anomalous woof.

"Wail, wail, wail," set disc wicket woof, "evanescent Ladle Rat Rotten Hut! Warce or putty ladle gull goring wizard ladle basking?"

"Armor goring tumor groin murder's," reprisal ladle gull. "Grammars seeking bet. Armor ticking arson burden barter and shirker cockles."

"O hoe! Heifer blessing woke," setter wicket woof, butter taught tomb shelf, "Oil tickle shirt court tudor cordage offer groin murder. Oil ketchup wetter letter, and den - O bore!"

Soda wicket woof tucker shirt court, and whinney ratched a cordage offer groin murder, picket inner widow and sore debter pore oil worming worse lion inner bet. Inner flesh disc abdominal woof lipped honor betting

adder rope. Zany pool dawn a groin murder's nut cup and gnat gun, any curcle dope inner bet.

Inner ladle wile Ladle Rat Rotten Hut a raft adder cordage an ranker dough ball. "Comb ink, sweat hard," setter wicket woof, disgracing is verse. Ladle Rat Rotten Hut entity bet rum and stui buyer groin murder's bet. "Oh grammar," crater ladle gull, "Wart bag icer gut! A nervous sausage bag ice!" "Buttered lucky chew whiff, doling," whiskered disc ratchet woof, vetter wicket small. "Oh grammar, water bag noise! A nervous sore suture anomalous prognosis!" Buttered small you whiff," whiskered dull woof, ants mouse worse waddling. "Oh grammar, water bag mousey gut! A nervous wore suture bag mouse!"

Dase worry ou forget mut full's lest warts. Oil offer sodden throning offer carvers and sprinkling otter bet, disc curl and bloat Thursday woof ceased pore Ladle Rat Rotten Hut and garbled erupt.

Mural: Yonder nor sorghum stenches shut ladle gulls stopper
torque wet strainers.

(Chance, p. 30)

LADLE RAT ROTTEN HUT - Translation

Once upon a time, there was a little girl who lived with her mother in a little cottage on the edge of a large dark forest. This little girl often wore a little cloak with a pretty little red hood, and for this reason people called her Little Red Riding Hood. One morning, Red Riding Hood's mother called her and said: "Little Red Riding Hood, here's a little basket with some bread and butter and some sugar cookies. Take this little basket to the cottage of your grandmother who lives on the other side of the forest. Shake a leg, don't stop along the road, and under no circumstances, don't stop and talk with strangers."

"OK, mother," responded Little Red Riding Hood, and took the little basket and started off. On the road to the cottage of her grandmother, Little Red Riding Hood met an enormous wolf.

"Well, well, well," said this wicked wolf. "If it isn't Little Red Riding Hood!" Where's a pretty little girl going with a little basket?"

"I'm going to my grandmother's," replied the little girl. "Grandma's sick in bed. I'm taking her some bread and butter and some sugar cookies."

"Aha! Have a pleasant walk," said this wicked wolf, but he thought to himself. "I'll take a short-cut to the cottage of her grandmother. I'll catch up with her later, and then...O boy!"

So the wicked wolf took the short-cut, and when he reached the cottage of the grandmother, peaked in the window and saw that the poor old woman

was lying in her bed. In a flash, this abominable wolf leaped on her bed and ate her up. Then he pulled on the grandmother's night cap and night-gown and he curled up in her bed.

In a little while Little Red Riding Hood arrived at the cottage and rang the doorbell.

"Come in, sweetheart," said the wicked wolf, disguising his voice. Little Red Riding Hood entered the bedroom and stood by her grandmother's bed.

"Oh grandma!" cried the little girl. "What big eyes you've got! I never saw such big eyes!"

"Better to look at you with, darling," whispered this wretched wolf, with a wicked smile.

"Oh grandma, what a big nose! I never saw such an enormous probiscis!"

"Better to smell you with," whispered the wolf, and his mouth was watering.

"Oh grandma, what a big mouth you've got! I never saw such a big mouth!"

These were the unfortunate girl's last words. All of a sudden, throwing off the covers and springing out of bed, this cruel and blood-thirsty wolf seized Little Red Riding Hood and gobbled her up.

Moral: Under no circumstances should little girls stop and talk with strangers.

LEVEL: Grades K-4

ACTIVITY 2: Incorporate several units of study which involve foreign countries or different regions of the United States with the study of accents or dialects. The object is to have students gain an understanding that different languages or dialects have different sounds but the goal of each is the same: to communicate.

ACTIVITY 3: Have a "rodeo day" where everybody dressed up in western fashion and speaks with a drawl, i.e., "Howdy Ma'am..."

Additional resources:

Childress, Alice. Rainbow Jordan. New York: Coward, McCann and Geoghegan, 1971. (A good book featuring Black English. Good for the middle grades and up.)

Schwartz, Alvin. Chin Music - Tall Tales and Other Talk. New York: Lippincott, 1979. (A collection of American folklore. Grades four and up.)

FOREIGN LANGUAGES

The introduction of simple words and phrases in foreign languages serves, not only to teach about people in other lands, but to broaden the concept of language. When children are taught words in a foreign language, they are forced to think about something that they had previously taken for granted: their native language. Younger children do not have the concept of words in isolation. They tend to speak and think in phrases and "idea groups".

LEVEL: Grades K-5

ACTIVITY: Teaching words and phrases in foreign languages could be incorporated into units about other countries. Elements of a unit on a foreign country could include:

1. Spoken language: Teach the children several words or phrases (see word list).
2. Written language: Examples could be shown.
3. Literature: Folk or fairy tales from that country could be read (see Resources).
4. Art: Samples of regional art could be shown, either real works, or prints when available, or from books.
5. Money: Samples could be shown, when available.
6. Songs: Regional songs could be taught.
7. Food: A typical meal or snack could be prepared.

Resources:

Frascoui, Antonio. See and Say: A Picture Book in Four Languages (English, French, Italian and Spanish). New York: Harcourt, Brace & World, 1955.

McClure, Herbert. Children of the World Say "Good Morning". New York: Holt, Rinehart & Winston, 1963.

Pomerants, Charlotte. If I Had a Paka. Poems in 11 Languages. New York: Greenwillow Books, 1982.

(Japanese fairy tales:)

Ike, Jane Hori and Baruch Zimmerman. A Japanese Fairy Tale. New York: Frederick Warne, Inc., 1982. (Recommended for upper elementary students)

Matsutani, Miyoko. The Crane Maiden. (English version by Alvin Tresselt). New York: Parents Magazine Press, 1968.

(Chinese writing:)

Wiese, Kurt. You Can Write Chinese. New York: Viking Press, 1945.

WORD LIST

English	Spanish	Japanese*	French
yes	si	hi	oui
hello	buenos dias	ohayo	bonjour
good-bye	adios	sayonara	au revoir
Mother	Mamacita	Ha Ha	Mere
Father	Papacito	Chi Chi	Pere
please	por favor	dozo	s'il vous plait
thank you	gracias	arigato	merci
one	uno	ichi	un
two	dos	ni	deux
three	tres	san	trois
four	cuatro	she	quatre
five	cinco	go	cinq
six	seis	roko	six
seven	siete	shishi	sept
eight	ocho	hachi	huite
nine	nueve	khoo	neuf
ten	diez	zhoo	dix

*phonetic spelling

INVENTED WORDS

Invented words are words that are not already in the language, but are invented by the writer.

LEVEL: Grades 5-12

ACTIVITY 1: "Sniglets"

Home Box Office's (HBO) show called "Not Necessarily the News" (NNTN) includes a continuing bit of comedy that involves making up names for objects or actions that have previously gone nameless. Included are several of their "Sniglets," or coined words, and several ideas that need to be "Sniglitized".

Have the students write their own Sniglets. They will need to think of concepts or objects that do not already have names and give them names. If HBO's NNTN is still on the air, send them your class' Sniglets to be read on the program. The address is: SNIGLETS, P.O. Box 27901, Hollywood, CA 90027. Or, you could send your Sniglets to a feature writer for your local newspaper, to include in a "Sniglets" column.

Examples:

1. sniglet: previously undiscovered word; newly "coined" word
2. chwad: hard, little pieces of gum occasionally lodged under chairs or tables
3. stroodle: strands of pizza that get longer and longer the more you try to break them

4. flen: the black, crusty residue found on the necks of old ketchup bottles
5. lub: any large particle of food that becomes stuck between one's teeth
6. lub-phobia: fear of.....
7. grackles: strange wrinkles that appear on your body when you've stayed in the bathtub too long
8. sperrets: the marks on your face after you've taken a nap on a chenille bedspread
9. premblememblemation: the act of dropping a letter in the mail box and always rechecking to make sure it has gone down
10. schniche: black grill marks on steaks
11. phnookie: any piece of lint, hair, cookie, etc. that clings

Examples of situations or things that need Sniglets:

1. The act of blowing a bit of breath into your nose to see if the garlic you've just eaten has given you bad breath
2. The act of tucking one's shirt with one hand while a finger surreptitiously checks to see if one is properly zipped up
3. The art of opening one's eyes slightly to see if one's kissing partner has his/her eyes open
4. Some else's hair that always seems to clog the shower drain
5. The residue that needs to be cleaned from beneath one's fingernails
6. The act of avoiding eye contact or making sounds in a crowded elevator
7. The act of looking up at the sky or ceiling for the express purpose of causing others to do so
8. Belly button lint
9. Pencil erasure remnants

Invented languages are invented by the writer to add dimension to a time or place created by the writer in a fictional story or novel.

LEVEL: Grades 9-12

ACTIVITY 2: Read and discuss a novel which has an invented language.

Examples of futuristic English are found in Riddley Walker by Hoban; Clockwork Orange by Burgess; and 1984 by Orwell.

Examples of non-human invented language are found in Watership Down by Adams, and the Lord of the Rings trilogy by Tolkien.

Have the students invent words and languages of their own, for example Futuristic English, Whale Language, Tree Language. Students could incorporate these words into a short story.

Resources:

Adams, Richard. Watership Down. New York: Avon, 1975.

Burgess, Anthony. Clockwork Orange. New York: Norton, 1963.

Hoban, Russell. Riddley Walker. New York: Summit Books, 1981.

Orwell, George. 1984. New York: Signet Classics, 1971.

Tolkien, J.R. Lord of the Rings, trilogy. New York: Ballantine, 1965.

Humor can be injected into a story by the use of nonsense words.

LEVEL: Grades K-12

ACTIVITY 3: Read "Jabberwocky" by Lewis Carroll (next page). Many people don't realize that nonsense words are "defined" by Humpty Dumpty, in Through the Looking-Glass. Read and discuss his "definitions" with the students (see p. 66). Students could write and define nonsense words of their own. Older students could use these in stories they might write.

JABBERWOCKY

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogroves,
And the mome raths outgrabe.

"Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!"

He took his vorpal sword in hand:
Long time the manxome foe he sought—
So rested he by the Tumtum tree,
And stood awhile in thought.

And as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came whiffling through the tulgey wood,
And burbled as it came!

One, two! One, two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back.

"And hast thou slain the Jabberwock?
Come to my arms, my beamish boy!
O frabjous day! Callooh! Callay!"
He chortled in his joy.

'Twas brillig and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogroves,
And the mome raths outgrabe.

THROUGH THE LOOKING-GLASS
(Humpty Dumpty)

"You seem very clever at explaining words, Sir," said Alice. "Would you kindly tell me the meaning of the poem call 'Jabberwocky'?"

"Let's hear it," said Humpty Dumpty. "I can explain all the poems that ever were invented--and good many that haven't been invented just yet."

This sounded very hopeful, so Alice repeated the first verse:

"'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogroves,
And the mome raths outgrabe."

"That's enough to begin with," Humpty Dumpty interrupted: "There are plenty of hard words there. 'Brillig' means four o'clock in the afternoon--the time when you begin broiling things for dinner."

"That'll do very well," said Alice: "and 'slithy'?"

"Well, 'slithy' means 'lithe and slimy.' 'Lithe' is the same as 'active.' You see it's like a portmanteau--there are two meanings packed up in one word."

"I see it now," Alice remarked thoughtfully: "and what are 'toves'?"

"Well, 'toves' are something like badgers--they're something like lizards--and they're something like corkscrews."

"They must be very curious-looking creatures."

"They are that," said Humpty Dumpty; "also they make their nests under sundials--also they live on cheese."

"And what's to 'gyre' and to 'gimble'?"

"To 'gyre' is to go round and round like a gyroscope. To 'gimble' is to make holes like a 'gimlet'."

"And "the wabe' is the grass-plot round a sun-dial, I suppose?" said Alice, surprised at her own ingenuity.

"Of course it is. It's called 'wabe' you know, because it goes a long way before it, and long way behind it.."

"And a long way beyond it on each side." Alice added.

"Exactly so. Well then, 'mimsy is 'flimsy and miserable' (there's another portmanteau). And a 'borogrove' is a thin shabby looking bird with its feathers sticking out all around—something like a live mop."

"And then 'mome raths'?" said Alice. "I'm afraid I'm giving you a great deal of trouble."

"Well, a 'rath' is a sort of green pig; but 'mome' I'm not certain about. I think it's short for 'from home' - meaning that they'd lost their way, you know."

"And what does 'outgrabe' mean?"

"Well, 'outgrabing' is something between bellowing and whistling, with a kind of sneeze in the middle; however, you'll hear it done maybe—down in the wood yonder—and, when you've once heard it, you'll be quite content. Who's been repeating all that hard stuff to you?"

"I read it in a book" said Alice.

I. Storytelling

Research reminds us of the importance of oral language in the writing process. Observation of children at play underscores the pleasure children gain from oral language. Their play is full of storytelling, from word play like "Fuzzy Wuzzy," to truce terms, jumping, skipping and rope games, to clapping and tag. It is a joy for children to play aloud with sounds, words and meanings, and a satisfaction to experience the capacity of language to shape and order; their play is also a part of our folk culture. Storytelling, then, is a way to capitalize on the pleasure innate in oral language. The study of myth and legend is a way to continue children's association with folk culture and the "collective consciousness". (Lavender, 1981)

LEVEL: Grades K-12

ACTIVITIES:

1. Use activities found in Cowtails and Cobras, New Games and More New Games to recreate the pleasure children feel when at play. These activities are good ice breakers, trust builders, risk-taking encouragers and communication motivators.
2. Tell several stories to model appropriate form and content and to demonstrate the pleasure in and power of language. Encourage students to get involved initially by giving them parts as a chorus, interjected during your monologue.

3. After the telling of a story, particularly a "tall tale", ask students to fill in sentences such as:

   Paul Bunyan is as strong as _____.

   Babe the Blue Ox is as big as _____.

   When Paul and Babe eat they eat as much as _____.

4. After telling a story, particularly a tall tale, ask students to write or dictate a tall sentence, paragraph or tale, about themselves or any subject. Those who wish may illustrate their work. Put these together to make a class book, "Tall Tales in Our Class".

5. On Jonathon Swift's birthday, November 30, celebrate "Lilliputian Day". Several weeks before the day, have children bring in "little things" of interest. Also conduct discussions of the language of Lilliput. On November 30, vote for the favorite "little thing" with the owner receiving a prize. (Latendre, 1981)

6. As a good ice-breaker and lead-in to the study of legends and myths, discuss the origins and meanings of students' first and last names. Refer to the Name Your Baby books for first names; use the library to discover last name origins. (Pyle, 1981)

7. During a unit on myths and legends, ask students to take a vicarious vacation. Ask them to use travel magazines, brochures and postcards for ideas. Orally or in written form have students present an itinerary and highlights of their trips. An itinerary should include historical and

current points of interest; highlights should include customs, dances, dress, food (restaurants, currency, money spent), folktales. Each student should include an explanation for choosing the vicarious vacation chosen and should include pictures or actual momentoes of the trip. (Kabric, 1981)

Additional resources:

—The thirteenth edition of the Children's Catalog lists some twenty-odd books of Greek myths for children.

—"Fiction for Children 1970-1980: Myth and Fantasy", Children's Literature in Education, page 119, fall 1981, lists outstanding myth and fantasy books in the 1970s for children ages 7-16. In addition to a general listing of seventy-three myth and fantasy titles, the following authors and books received special mention:

Age group	Author	Title
11-16	John Christopher	The Guardians
11-14	Susan Cooper	The Dark is Rising
11-14	Penelope Farmer	A Castle of Bone
8-11	Florence Parry Heide	The Shrinking of Treehorn
11-16	Ursula Le Guin	The Tombs of Atuan
11-16	Ursula Le Guin	The Farthest Shore
10-13	Penelope Lively	A Stitch in Time
7-16	Robert C. O'Brien	Mrs. Frisby and the Rats of NIMH
7-14	Phillippa Pearce	The Shadowy Cage and Other Tales of the Supernatural

—The following books are tall tales for children in grades 2-6:

Paul Bunyan by Nanci A. Lyman

Paul Bunyan Swings His Axe by Dell J. McCormick

J. Vocabulary Building

ADD-A-LETTER

Form new words by adding one letter at a time, for example, in to win to twin to twine. (Hodges, Learning to Spell, 1981)

LEVEL: Grades 4-8

ACTIVITIES:

1. Explain the pattern using the preceding example. Give some two letter words and ask students to add a letter to form a chain. Make the chain as long as possible. Ask them to write a sentence for the last word in the chain.

   Examples:

   I - it - fit - flit - flirt - flirts

   a - at - eat - heat - heart - hearth

   me - men - mean - meant

2. Let students use dictionaries to find two letter words, and to find other words to fit the ADD-A-LETTER pattern. If asked to do so, they must be able to tell the meaning, or give a sentence for any word used in their chain.

WORD CHALLENGE

A word building activity.

LEVEL: Grades 2-8

ACTIVITY: Write a word on the board. Ask the students to see how many new words they can write in five minutes, using only the letters in the given word. This activity adapts to particular holidays, seasons, events and subject areas. The one with the most words spelled correctly is the winner.

Example: (for words to be given)

Halloween, Environment, Dental Health

Some words from Halloween might be: hail, wail, well, low, how, lean, hen, heal, etc.

HOMONYMS

This is an all-inclusive term generally used to describe two or more words that have the same sound but a different meaning and often a different spelling. Strictly speaking, words that sound the same but are spelled differently are homophones, while words that look the same but have different meanings and different pronunciations are homographs. An example of a homophone would be rein and rain. An example of a homograph would be tear as in "Don't tear your shirt!" and tear as in "She had a tear in her eye."

LEVEL: Grades 1-2

ACTIVITY 1: In one column on the board list some easy words that have homonyms. In a second column, list in random order the homonyms for the words from the first column. Ask students to volunteer to read a word from the first column and to point to its homonym in the second column. Next ask for each word to be used orally in a sentence. Continue in the same way until all of the words have been matched and used in sentences.

Example:	blue	two
	see	blew
	to	road
	rode	see

LEVEL: Grades 3-6

ACTIVITY 2: Follow the steps in the first activity, but use words appropriate for the reading level of the students.

Examples:	right	knight	their	vain
	fair	made	reign	pair
	flour	write	pane	there
	maid	fare	pare	rein
	night	flower	vein	pain

LEVEL: Grades 2-6

ACTIVITY 3: Ask students to write sentences for given sets of homonyms.

Extra challenge: Try to use both homonyms in the same sentence. Example: The wind blew so hard I was blue from the cold.

Additional resources:

Hanson, Joan. Still More Homonyms-Night and Knight and Other Words That Sound the Same But Look Different As Ball and Bawl. Minneapolis: Lerner Publications, 1976. (For grades K-2)

Gwynne, Fred. The King Who Rained. New York: Windmill Books and E.P. Dutton, 1970. (For grades K-4)

Gwynne, Fred. A Chocolate Moose for Dinner. New York: Windmill Books and E.P. Dutton, 1976. (For grades K-4)

Terban, Marvin. Eight Ate - A Feast of Homonym Riddles. New York: Clarion Books, 1972. (For grades 3-6)

Basil, Cynthia. How Ships Play Cards - A Beginning Book of Homonyms. New York: William Morrow, 1980.

RHYMING GAMES

LEVEL: Grades 1-3

ACTIVITY: Choose a phonogram from a known word such as sing and underline the phonogram ing. Ask students to make new words by changing the s to another consonant or consonant blend. Write the new words on the board as they are given. Then ask for volunteers to give a sentence for each of the new words. Some common phonograms to use are:

at, ate, ad, ade, am, ame	op, ope, ool
id, ide, im, ime, ing, ink	um, ump, ut, unk
et, ent, ed, en	

LEVEL: Grades 2-3

ACTIVITIES:

1. Rhyming Ping-Pong is a game for two players or two teams. The object is to name as many rhyming words as possible in a given amount of time. One player begins by saying a word such as bat. The other player must respond with a rhyming word, the first must answer with another rhyming word, then the second player again. Set a timer and the winner is the player who calls out the last word as the timer goes off. When playing with the whole class as teams, follow a relay format. (Hodges, Learning to Spell, 1981)

2. Duplicate this activity on individual worksheets. Choose a common phonogram (see activity 1) and then make up simple definitions for some words having that phonogram. Indicate the number of letters in the word with a corresponding number of blanks.

   Example:

   All the answers to this puzzle end with ool. Read the meaning and fill in the letters for the word. The first has been done for you.

A silly person	F O O L
A place to swim	___ ___ ___ ___
A holder for thread	___ ___ ___ ___ ___
A place to learn	___ ___ ___ ___ ___ ___
The opposite of warm	___ ___ ___ ___
Something to help us work	___ ___ ___ ___

ANTONYMS

Antonyms are words of opposite meaning.

LEVEL: Grades K-2

ACTIVITY 1: Read a picture book about opposites (see Resources). After discussing opposites, play the "opposites game": When the leader (or teacher) says a command, the class does the opposite.

Examples:	Leader says	Class does
	"frown"	smiles
	"smile"	frowns
	"stand"	sits
	"sit"	stands
	"be quiet"	talks
	"talk"	is quiet

LEVEL: Grades 3-5

ACTIVITIES:

2. Vocabulary building game: Teacher has a set of cards. Pass out cards to the class with the opposite words. Place a word on the flannel board, or word chart, and the student with the opposite brings the card up to the board.
3. Make a set of 20 pairs of opposites on heavy tagboard. Children play "Concentration", matching the opposites.
4. Antonym Bulletin Board. Teacher puts up words on one side and the

antonyms, not in order, on the other side. Student matches colorful yarn from each word to its opposite.

Resources:

Hanson, Joan. Still More Antonyms - Together and Apart and Other Words That Are As Different In Meaning As Rise and Fall. Minneapolis: Lerner Publications, 1976.

Karp, Laura. Opposites. Cleveland: Collins-World, 1971.

Speir, Peter. Fast/Slow, High/Low, A Book of Opposites. New York: Doubleday, 1972.

CONNOTATIONS

Connotations are implications, something suggested by a word.

LEVEL: Grades 5-12

ACTIVITIES:

1. Discuss the connotations of words. Read a list of words that have connotative meaning beyond their literal definitions. Have the students rate each word with a plus (+) for a positive connotation, a minus (-) for a negative, and a zero (0) for a neutral one. Students will have different ratings for some of the words. Students could discuss their ratings in small groups, pairs or as a whole class.

Word list:

1. fluffy	6. cat	11. wacky	16. smell
2. awake	7. portrait	12. insane	17. stench
3. alert	8. picture	13. demented	18. assertive
4. carpet	9. dead	14. clothing	19. aggressive
5. kitten	10. deceased	15. fragrance	20. table

2. Have the students write or dictate sentences using words that are literally correct, but that have the wrong connotation. (E.g., The garbage, having sat for four weeks in the sun, exuded putrid fragrance.)

LEVEL: Grades 9-12

ACTIVITY 3: Given a connotatively neutral paragraph, have the students rewrite using stronger positive or negative connotations. Sample paragraph:

A group of students met today in the lunch room to discuss some matters regarding the present lunch program. Some remarked about the quality of the food; some noted the appearance of the food on the trays. Nearly 80 students put their names on a petition to the principal.

K. Word Play

PESSIMISTIC TEACHER (about getting students to write):
"You can lead a horse to water, but you can't make him drink."

OPTIMISTIC TEACHER:
"That may be true, but you can put salt in his hay."

-M.R. Radlich

BRAIN TEASERS

LEVEL: Grades K-3

ACTIVITY: Play the "What Would Happen If...?" game.

Question: What would happen if tomatoes were made of rubber?

Answer: You could bounce your spaghetti sauce!

Question: What would happen is the floor was the ceiling?

Answer: (Let the children think of different answers.)

Children catch on to this quickly, and soon think of questions of their own. Younger children would only do this as a verbal game. Older children could write and illustrate their questions and answers.

Resource:

deMille, R. Put Your Mother on the Ceiling. New York: Viking Press, 1973.

GRAFFITI

Graffiti, wall-writing over the milennia, helps teach allusion, poetry, word play and humor. Graffiti can lighten and enlighten discussions of parody, paradox, satire, irony, pun and repartee. (Beck, 1982)

LIPOGRAMS AND UNIVOCALICS

A lipogram is a composition lacking a certain letter or letters. A univocalic is a writing containing only one vowel: "Persevere, ye perfect men; everkeep the precepts ten."

LEVEL: Grades 6-12

ACTIVITIES:

1. Ask students to rewrite popular proverbs, eliminating a letter or letters but maintaining meaning. For example, "Too many cooks spoil the broth" eliminating O might become: "If there are many in the kitchen the stew will burn."
2. Ask students to rewrite popular verse in the same manner. (Espy, 1975)

   For example, "Mary had a little lamb,
   Its fleece was white as snow,
   And everywhere that Mary went,
   The lamb was sure to go"

   without H might become:

"Mary owned a little lamb,
Its fleece was pale as snow,
And every place its mistress went,
It certainly would go."

And without A, it might become:

"Polly owned one little sheep,
Its fleece shone white like snow,
Every region where Polly went,
The sheep did surely go."

3. Ask students to rewrite popular proverbs eliminating all vowels but one and maintaining the original meaning. For example, "If you play with fire, you'll get burned" eliminating all vowels but I might become: "If I trifle with risks, I risk criticism." Note: These exercises require the use of a dictionary or thesaurus.

MAD-LIB

Mad-Libs have been used by many teachers for years to reinforce the concept of the parts of speech. Another use is for a story starter.

LEVEL: Grades K-12

ACTIVITY: The following example of a mad-lib could be given to students with instructions to fill in the blanks with appropriate parts of speech so that the story makes sense, and to write an ending to the story using their own words.

Example:

CRASH!! I awoke with a start. What was happening? Had my _____(adj.) _____(adj.) _____(n.) fallen off the shelf? Was a _____(n.) in the house? Was a tornado _____(v.) through the house?

I looked around me and saw nothing. My room was as (?)_____. I listened again, this time moving my head from side to side, listening for even the tiniest _____(n.). Nothing! The silence was _____ _____(adj.). It pierced my very _____(n.). I lay back down, my head gently nestling into my _____(adj.) _____(adj.) pillow. I closed my eyes, content that all was well.

CRASH!! I sat up in bed so fast that I _____ _____(?). I listened again, straining to hear, all my muscles _____(v.). Perspiration streamed down my forehead, dripping off the tip of my nose like a _____(?). Then I was blinded! My hands _____(v.) rapidly toward my eyes to protect them. (Finish the story)

PALINDROMES

A palindrome is a word, phrase or sentence that reads the same backward or forward. It is difficult for students to write their own, but an awareness and appreciation of this manipulation of English will be fun for your class.

Several examples are included below.

1. Madam, I'm Adam.
2. A man, a plan, a canal - Panama.
3. Step on no pets.
4. May a moody baby doom a yam?
5. Sit on a potato pan, Otis.
6. Anna: "Did Otto peep?" Otto: "Did Anna?" (Each word is a palindrome.)
7. Never odd or even.
8. Straw? No, too stupid a fad. I put soot on warts.
9. Niagara, O, roar again.
10. Doc note, I dissent. A fast never prevents a fatness. I diet on cod.
11. Rail at a liar.
12. Poor Dan is a droop.
13. A dog; a panic in a pagoda.
14. Radar.
15. Race car.
16. Dennis, Nell, Edna, Leon, Nedra, Anita, Rolf, Nora, Alice, Carol, Leo, Jane, Reed, Dena, Dale, Basil, Rae, Penny, Lana, Dave, Denny, Lena, Ida, Bernadette, Ben, Ray, Lila, Nina, Jo, Ira, Mara, Sara, Mario, Jan, Ina, Lily, Arne, Bette, Dan, Reba, Diane, Lynn, Ed, Eva, Dana, Lynne, Pearl, Isabel, Ada, Ned, Dee, Rene, Joel, Lora, Cecil, Aaron, Flora, Tina, Arden, Noel, and Ellen sinned.

PANGRAMS

Pangrams are sentences which make sense, and include all of the letters of the alphabet.

LEVEL: Grades 7-12

ACTIVITY 1: Have students write sentences which make sense, using all the letters of the alphabet. For further challenge, limit the sentences to 50 letters.

LEVEL: Grades 2-6

ACTIVITY 2: Give the students pangrams. Have them find all of the letters in alphabetical order, numbering them in order as they find them.

Examples:
1. Amazingly few discotheques provide jukeboxes.
2. A quick left jab drove my ex crazy with pangs.
3. Crazy kid quit job to help fix woman's glove.
4. Six of my tranquilized pigs have bad lockjaw.
5. Quiz show vexed by lack of rating jump.
6. Guys quiz chemist to prove X-brand is awful junk.

PROVERBS

A proverb is a short, common expression of a well-known truth.

LEVEL: Grades 6-12

ACTIVITIES:

1. Ask students to complete popular proverbs. If students are unable to complete the proverb as it is commonly expressed, ask them to make up appropriate endings. Ask students to restate proverbs in a more direct way. A list follows.

1. Don't bite...
2. Where there's smoke...
3. All that glitters...
4. Two heads...
5. If you play with fire...
6. No use crying...
7. You can't tell a book...
8. The earlybird...
9. If the shoe fits...
10. The grass is always greener...
11. While the cat's away...
12. Don't put all your eggs...
13. One rotten apple spoils...
14. Too many cooks...
15. You made your bed...

2. Ask students to tell the story of the origin of a particular proverb as they imagine it.

3. Ask students to create a story which has as its concluding line a proverb which gives the story meaning or a moral or a twist.

4. Ask students to rewrite proverbs using a thesaurus to provide new vocabulary. For example, "Birds of a feather flock together" becomes "Members of an avian species of similar plumage tend to congregate." Other proverbial possibilities:

   1. "Look before you leap."
   2. "You can't teach an old dog new tricks."
   3. "Spare the rod and spoil the child."
   4. "A watched pot never boils."
   5. "Sticks and stones may break my bones but names will never hurt me."
   6. "A rolling stone gathers no moss."
   7. "Cleanliness is next to Godliness."
   8. "People who live in glass houses shouldn't throw stones."

5. Ask students to match each others' rewritten proverbs with the originals.

1. "Look before you..."	___ Eschew the implement of correction and vitiate the scion.
2. "You can't teach..."	___ The temperature of aqueous content of an unremittingly ogled saucepan does not reach 212 degrees Fahrenheit.
3. "Spare the rod..."	___ It is fruitless to attempt to indoctrinate a superannuated canine with innovative maneuvers.
4. "A watched pot..."	___ Surveillance should precede salutation.
5. "Sticks and stones..."	___ Freedom from incrustations of grime is contiguous to rectitude.
6. "A rolling stone..."	___ A revolving lithic conglomerate accumulates no congeries of a small green bryophitic plant.
7. "Cleanliness is..."	___ Missiles of ligneous or pterous consistency have the potential of fracturing my osseus structure but appellations will eternally remain innocuous.
8. "People who live..."	___ Individuals who abide in vitreous edifices would be advised to refrain from catapulting petreous projectiles.

PUNS

Puns are often described as a "play on words" or words that are not used in their normal context for humorous effect. They illustrate the fun one can have with words and the richness of the English language.

LEVEL: Grades K-12

ACTIVITIES:

1. Fun Dictionary. Give the students the examples listed below. Have them come up with "punny" definitions for some of the other words or find words of their own.

   Examples:

   1. locate (LO-kāt) - nickname for a short girl named Catherine.
   2. submit (sub-MIT) - baseball equipment on an underwater ship.
   3. macaw (mə -CAW) - what I have difficulty starting on cold winter morns.
   4. midget (MIJ-et) - center engine on a fast three engine airplane.
   5. paralyze (PAR-ə-līz) - two untrue statements.
   6. rattan (ra-TAN) - what a rat gets in Florida.
   7. protein (PRO-tēn) - in favor of teens.
   8. sherbet (SHER-bet) - a horse that can't lose.
   9. academy (ə-CAD-ə-mē) - what Tom made of me when he convinced me to marry two women at the same time.
   10. wholesale (HOL-sāl) - where a gopher goes to buy a new home.

   Suggested words for the FUN DICTIONARY:

abate	anemone	bigamist	casing	stirrup
account	assert	bigot	cerebrum	Thursday
accord	assault	billow	chimney	warehouse
acclaim	assent	brigadier	choose	washable
accustom	awake	bullhead	minimum	zealotry
accost	barbeque	bulwark	maximum	
acquire	bearable	calcium	observatory	
affirm	belated	canton	paradise	
alcove	belittle	capillary	paradox	
aloft	belie	carbon	rampage	

2. Here is a good assignment to give a class of gifted students. It consists of two parts: 1) Students read the story and try to fill in the blanks using a "play on words." 2) Students brainstorm cliches, words that have several meanings, morals to fairy tales, or other well-known phrases. Manipulate these phrases and invent a story to go with it. Then have the students hand them in. Type them up and share them with the class.

Examples:

1. Eve thought Adam needed a change of clothing, so she persuaded him to _____ _____ _____ _____ _____ . (turn over a new leaf)
2. Ever wonder what happened to Mary Poppins after she left the nanny business? She moved to Los Angeles where she opened a fortune telling stand which specialized in predicting bad breath. Her sign read: _____ _____ _____ _____: _____. (Super California Mystic Expert: Halitosis)

Fill in the blanks:

1. If, after you've washed your child, he goes out and gets all muddy again and you shove him back into the tub for a second scrubbing, this is making the _____ _____ _____ _____.
2. An inexperienced butcher in Northern Canada was asked to butcher and package a huge moose. Never having seen one before, the young man nonetheless managed to get it cut up and to parcel and label the obvious parts--steaks, chops, ribs, etc. However, he had a lot of pieces left over that he couldn't identify. So he packed each of them as well and marked them "_____".

3. Joan of Arc didn't quit. She was _____.
4. All ogres can be divided into three groups: the good ogres, the bad ogres and the _____.
5. The Republic of China has begun to export its beer to the US under the stimulating brand name _____.
6. When the CIA got President Thieu out of Vietnam, they put him up in an apartment in Paris where they had formerly housed Argentina's deposed president Juan Peron. Fortunately for the CIA's budget, the rent for the apartment had not increased since Peron lived there, proving that _____ can _____ as _____ as _____.
7. When Admiral Rickover captained the USS Missouri, he was famous for his daily strolls along the ship's decks. On these walks, Rickover would exchange pleasantries with everyone he met, including the enlisted men, and for this he was much admired. One day, when he was not aboard, the Missouri ran aground and was damaged. Sad to say, Rickover's men _____ the _____ he _____ _____.
8. A man was being operated on when his doctor suffered an epileptic fit and botched up the operation. The patient sued, claiming his constitutional rights had been violated. He won, since the Bill of Rights clearly prohibits _____ _____ _____.
9. When Martina Navratilova defected to the United States, she went to the State Department and asked, "Do you _____ _____ here?"
10. McDonald's is test marketing a new mineral packed snack. Rejected five cent coins from the US mint are dipped in batter and deep-fried to a delicate crunch. They're calling them _____ _____.
11. A boy simultaneously contracted measles, mumps, chicken pox and a cold. His mother took him to a doctor who promptly _____ with the _____ _____.
12. Some sources claim that Humphrey Bogart and Pamela Mason were secretly in love but couldn't risk getting together in Hollywood because of gossip. Bogie saw their chance when he had to go on location to film

"The African Queen". What could be more natural than an Englishwoman like Pamela going to Africa for some big game hunting?

On their first night together, Bogart was sitting in front of their tent smoking, while Pam unpacked. Suddenly, a huge lion sprang at them! In an instant, she had the gun out and shot it.

As she bent over the animal, it began to stir. Bogie took a drag on his cigarette and drawled, "_____ _____ _____, _____."

13. A man had a terrible case of internal hemorrhaging in his leg from an injury and it was decided that it would have to be amputated. Five hours later he awakened in his hospital bed only to realize that they had amputated the wrong leg! He complained bitterly to his surgeon who apologized but sadly informed the patient that they would still have to amputate the still-infected leg. The second operation was a complete success. After he recovered he slammed a lawsuit against the surgeon and the hospital but he lost, of course, because he _____ _____ _____ _____ _____ _____ _____.

14. A man who had once befriended the hunchback Quasimodo pounded loudly late at night on the massive doors of the cathedral of Notre Dame in Paris. Quasimodo slithered to the door and asked the bedraggled stranger what he wanted.

"Ah, Quasimodo. Have marcy on a poor soul. My wife died last month, I can't find employment, and my six year old daughter and I haven't eaten in two days. Is there something I could do around here to earn a loaf of bread?"

Quasimodo stared at the man's face for a few seconds and then remembered the man's kindness when a mob had been taunting him. He smiled.

"Of course, monsieur," he said. "I need an apprentice. Are you interested?"

"Yes, yes, of course! When do I start?"

"Right now. It's approaching midnight and you can help me ring the big bell."

The man was ecstatic. Quasimodo led him up the labyrinthine stairway to the belfry. The man noticed that there was no rope to pull. Quasimodo mentioned that it had rotted away and that another was on order. Meanwhile, he would show him a simple technique for ringing the big bell.

"You put your hands on the bell like this," he said. "Push very hard and the bell will swing away from you. When it swings back, duck so that it doesn't hit you, stand up again and push it on its return and so on until the bell has rung twelve times."

Quasimodo looked at the clock in the belfry and indicated that it was time to start ringing the bell. The man tensed, gave a great heave, and the bell rang. When it swung back, he ducked gracefully, waiting for its return so that he could push again, which he did. He was doing so well that he stole a glance at Quasimodo, who was smiling approvingly. He should not have done this, however, because the bell swung, hit him squarely on the chin, knocked him backwards out of the belfry where he fell screaming to the pavement below.

Quasimodo ambled quickly down to the square where he found a huge throng gathered around the fallen man.

"Does anybody know who he is?" shouted a man.

Quasimodo looked at the corpse, put his finger to his chin and after a while said, "I don't know his name, _____ _____ _____ _____ _____ _____."

15. Rumors had abounded for years in 19th century Africa of a magical lake where the waters seemed to provide the gift of eternal life to a pair of porpoises. Hidden away in the deepest jungles of darkest Africa, this legendary lake actually existed.

It wasn't until 1887 that famed explorers John and Brent McCauley

mounted an expedition to seek those famous porpoises for scientific examination. After months of contending with malarial swamps, warring tribesmen, mutinous porters and near starvation, the brothers, by now alone in the jungle, were given a solid lead by a former captive of the fierce cannibal tribe which guarded the lake.

Arriving late at night at a promontory overlooking the village, the McCauleys carefully peeked through some undergrowth and observed what appeared to be a savage ritual with blazing campfires, beating drums and dancing warriors. And there, in the center of the village, were two terrified captives staked out on the ground.

The brothers decided to press on. They quietly circled the village in the darkness and had several near-misses with sentries. After what seemed to be ages, the brothers reached the edge of the jungle at dawn, only to be confronted by incredibly huge lions which were staked out at intervals around the perimeter of the lake.

The brothers were in shock. It looked like they were finally defeated in their quest. But at that moment something very strange occurred. A voice chirped down to them from the treetops.

"Having trouble, boys?"

They looked up and saw what appeared to be a huge mynah bird with an estimated wingspan of perhaps twenty feet. The explorers told their tale of woe to the mynah who offered to transport the brothers in its claws over the lions to the lake. The brothers agreed and were lifted high in the air. They hovered over one of the curious porpoises, were lowered by the bird, grabbed the surprised water mammal and were carried back over the startled lions to a clearing in the jungle where they were promptly arrested by the local constabulary.

The charge: _____-_____ across _____ _____ for _____ _____.

TEACHER: "Doctor, my students give me a headache. I've been reading their language papers and all I see is cliches, cliches, cliches!!!"
DOCTOR: "Take two bromides and call me in the morning."

-R. LaPoint

ANSWERS:

1. punishment fit the grime
2. mooselaneous
3. fired
4. mediocres
5. Taiwan On
6. Thieu can live as cheaply as Juan
7. grounded the warship he walked on
8. illegal surgeon seizures
9. cache Czechs
10. Krispy McNickels
11. dispensed with the four maladies
12. "Slay if again, Pam."
13. didn't have a leg to stand on
14. but his face rings a bell
15. transporting a mynah across stately lions for immortal porpoises

"Then there was the legless man
who solicited sympathy with
hack-kneed phrases..."

-Bill Rodriguez

Teacher to chattering students:
"Quiet! I will brook no babbling."

-R. LaPoint

REBUSES

A rebus is a riddle composed of symbols or pictures that visually suggest the sound of the words or syllables to be decoded.

LEVEL: Grades 6-12

ACTIVITY: Show examples, explain what a rebus is, and have students decode the examples. Then brainstorm to make up others. If students make up additional rebuses on their own, let them share them with the class.

Examples:

1.
R
O
R O A D S
D
S

2.

3. WEAR / LONG

4. I M / WORKED

Answers:
1. crossroads
2. empty bottle
3. long underwear
4. I'm overworked

Additional resource:

Espy, William R. An Almanac of Words at Play. New York: Clarkson N. Potter, 1975.

RIDDLES

Riddles are puzzling questions to be solved.

LEVEL: Grades K-12

ACTIVITY: Have several books of riddles available in the classroom (see Resources). Students may bring in riddles from home. Younger children can dictate and older students can write their own book of riddles. Students could contribute one page each. These would be compiled for a class riddle book.

Resources:

Doty, Roy, ed. Q's Are Weird O's: More Puns, Gags, Quips and Riddles. Garden City, NY: Doubleday, 1975.

Schwart, Alvin. Ten Copycats in a Boat and Other Riddles. New York: Harper & Row, 1980.

Weil, Lisl. The Riddle Monster. New York: Clarion Books, 1981. (tells the tablo of the Sphinx.)

Wiesner, William, ed. The Riddle Pot. New York: Dutton, 1973.

RHOPALICS

A rhopalic is a line or passage in which each successive word has one more letter (or syllable) than the last.

LEVEL: Grades 4-12

ACTIVITY: Read several examples aloud to students. Write the examples on the board and ask the students to see if they can find the pattern. As students think they have found the pattern, ask them to make up an example to read. If the students' examples are correct, add to the list on the board. After some have discovered the pattern, discuss it and allow them to make up additional rhopalics and share them with others.

Example: I am the best eater.

Additional resource:

Espy, William R. An Almanac of Words at Play. New York: Clarkson N. Potter, 1975.

SPOONERISMS

Spoonerisms are phrases or sentences in which the initial sounds of two or more words are transposed, e.g. tons of soil for sons of toil. The term originated from the accidental transpositions made by Reverend William Spooner who was dean of New College, Oxford.

LEVEL: Grades 9-12

ACTIVITY: Discuss what spoonerisms are. Some examples that are attributed to Rev. Spooner are:

"We all know what it is to have a half-warmed fish inside."
(He meant to say "half-formed wish".)

"The Lord is a shoving leopard."
(instead of "loving shepherd".)

Ask the students to tell about spoonerisms they have heard or said themselves. These are also called "bloopers".

Additional resource:

Espy, Willard R. An Almanac of Words at Play. New York: Clarkson N. Potter, 1975.

TOM SWIFTIES AND CROAKERS

Tom Swifties are a variety of pun where an adverb supplies the pun. Croakers are Tom Swifties in which a verb rather than an adverb is punned. (Espy, 1975) Swifties and Croakers are fun and they provide students opportunities to play with parts of speech and learn about their power in a painless context.

Examples: "Close that refrigerator," shouted Tom Swift icily.
"I dropped my toothpaste," whined Tom Swift, crestfallen.
"We're taken over the government," the general cooed.

"You should see your psychiatrist again," he reminded me.

"I used to be a pilot," he explained.

LEVEL: Grades 6-12

ACTIVITY: Give the students a list of "punnable" adverbs and verbs and ask them to create Tom Swifties and Croakers based on the phrases in the list. Encourage them to add their own adverbs and verbs to the list.

Examples:	...said Tom internally.	He retorted.
	...said Tom ideally.	She muttered.
	...said Tom grimly.	He popped.
	...said Tom willingly.	He assailed.
	...said Tom piously.	She claimed.

TONGUE TWISTERS

A tongue twister is a silly sentence or passage in which all the words have the same beginning sound. The tricky part is to repeat the phrase or sentence aloud, saying it faster each time.

LEVEL: Grades 3-8

ACTIVITY: Choose a beginning letter. As a group, ask the students to name some nouns beginning with that letter. List these on the board. Next, ask them to name some adjectives beginning with the same letter and list them in another column. Ask for verbs and list them in a third column. Then ask them to name some adverbs and list them in the last column.

Now ask them to choose a word from each column to make a silly sentence. Let them expand their sentence by adding more words with the same beginning sound. Extension activity: Let the students illustrate their passages or sentences.

Examples: She sells seashells by the seashore.
My mother made me munch mulberries.
Peter Piper picked a peck of pickled peppers.

Additional resources:

Lee, Dennis. Alligator Pie. Toronto: Macmillan, 1974.

Schwartz, Alvin. Tomfoolery. Philadelphia: Lippincott, 1973.

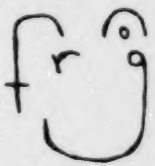
VISUAL LANGUAGE: CONCRETE POETRY AND SELF-DESCRIPTIVE WORDS

Concrete poetry is poetry in which the poet's intent is conveyed by graphic patterns of letters, words or symbols, rather than by the conventional arrangement of words.

LEVEL: Grades 4-8

ACTIVITY 1: Have students create their own concrete poetry.

Examples:



W i
.
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o d

Additional resources:

Froman, Robert. Street Poems. New York: McCall, 1971.

Weil, Lisl. Owl and Other Scrambles. New York: E.P. Dutton, 1980.

Self-descriptive words are words changed so that they look like what they mean.

LEVEL: Grades 6-12

ACTIVITY 2: Show the students examples of self-descriptive words. Have the students create their own words.

Examples:	UNSOFISTICATED	D"TTO
	DUM	IMPERFECT
	HUMiLiTY	DEF,CT
	ERRONIOUS	SECRETARY
	MISPELLED	DECEMBERRRRRRRRR
	NEVERENDIN*****	

Resource:

Francis, Darryl. Word Ways. February 1978.

L. More Ideas For Having Fun With Language

LEVEL: Grades K-5

ACTIVITIES:

1. Have fun with recipes. Ask students to look at cookbooks and bring in phrases from recipes that, when taken literally, make us laugh. (DuBois, 1981)

   Examples: "stand overnight in the refrigerator."
   "turn into a loaf pan."
   "shake vigorously and then break into a bowl."

2. a. Ask students to create a "family tree" by cutting and gluing magazine pictures of four "family" members on posterboard.

   b. Have students indicate each family member's name and relationships to the others on the poster.

   c. Ask each student to choose one of the family and brainstorm that person's imagined attributes (birthdate, job, hobbies, travel, education, unusual trails and experiences). Ask each to write a description incorporating the attributes brainstormed.

   d. Students may brainstorm attributes of other family members.

   e. Ask students to describe, find a picture of or draw the imagined home of the family. Some students may want to include a floor plan.

   f. Ask students to do one or several of the following:

--write personal letters between family members.

--write a poem about or from the point of view of one member.

--write a dialogue between members.

--write a narrative piece or a short story based on the characters created.

--create a soap opera script with the family as its subject.

3. Use the comics to illustrate plot, character development, stereotyping, etc. Use comics which are fun and interesting.

   Individual activity: Make a packet or folder with comics pertaining to one concept or skill.

   Small group activity: Take material from comics for role-playing and creative dramatics.

   Class activity: Choose thought-provoking comics to generate class discussion. (Lehr, 1981)

4. Ask students to make comic journal entries. Suggest they write: an exaggerated personal experience; a small event enlarged; a whopper, after studying fable, parody, and satire. Students could experiment with these as journal entries. (Smith, 1981)

5. a. Ask students to look for and write bumper sticker slogans. These easily initiate discussions of illogic and triteness as well as humor.

   b. Ask students to create absurd extensions of the slogans. Usually bumper stickers conform to one of the following approaches:

1) a common notion masquerading as profound. ("Today is the first dry of the rest of your life.")

2) give an either-or option, as if the situation could be reduced to such simplicity. ("America, Love It or Leave It.")

3) use the "water is wet" technique, i.e., state the obvious. ("Love is an Attitude.")

4) give hackneyed expressions a twist. ("Warning: I Brake for Small Animals-Except Opposums, Which Disgust Me.")

(Gillespie, 1982)

6. Use readings from Woody Allen, Robert Benchley, Art Buchwald, Jonathon Swift, James Thurber, Mark Twain, and Voltaire as the basis of students' essays dealing with sex, love, politics, social mores.

7. a. With students' assistance, collect comedy routines and humorous anecdotes from comics like George Carlin, Bill Cosby and Steve Martin, as well as comic teams.

   b. Type, number, and laminate these individually and then file under ORAL READING, GROUP SKILLS, and COMPREHENSION.

   c. For ORAL READING, on selected days or in specific situations, give one sheet or routine to a student. Give the student fifteen to twenty minues to practice and then ask the student to read the selection to the class. The objectives are many; one is to reinforce to students that quality oral reading is enjoyable and it increases appreciation and entertainment.

   For GROUP SKILLS, two to three times each week select students to perform a skit from the file. Allow students to practice the day before the performance. (Abbot and Costello's "Who's On First?" is

recommended.)

For COMPREHENSION ask students to go to the file where they will find comprehension questions on the back of the routines and anecdotes. Students must critically read the material and then answer for comprehension. One objective of this activity is to inject humor where drill and worksheets are typically used. (Lehr, 1981)

Additional resources:

M. Jerry Weiss (English Journal, 1981) has categorized authors recommended for language activities.

Life and Education
Woody Allen
Richard Armour
Erma Bombeck
Delia Ephron
Bell Kaufman
Jean Kerr
Sam Levenson
James Thurber

Love and Life Relationships
Woody Allen
Dorothy Parker
Judith Viorst

(Allen's The Floating Light Bulb, Parker's "Just a Little One," and Viorst's It's Hard To Be Hip Over Thirty and Other Tragedies of Married Life were specifically mentioned.)

Pitfalls of Adolescence
Judy Blume
Paula Danziger
M.E. Kerr
Paul Zindel

No One is Immune
Art Buchwald
Benjamin Franklin
O. Henry
Langston Hughes
Will Rogers
James Thurber
Gary Trudeau
Mark Twain

Van Dyk (English Journal, 1981) recommends that whenever possible we try to present comedy in a variety of media. His list of suggested writers includes:

George Kaufman	Sam Hoffenstein	Lawrence Peter	Mike Royko
Moss Hart	Terry Southern	Ring Lardner	Groucho Marx
Bernard Malamud	Max Shulman	Frank Sullivan	Lily Tomlin
Leo Rosten	Thomas Hegges	Washington Irving	W.C. Fields
Ogden Nash	Donald Barthelme	Charles Schulz	Steve Martin

The IMPORTANT THING about writing is

-getting started

-thinking thoughts

-writing them down

-knowing the words to use

-erasing

-changing

-fixing

-getting the words right

But you can't get the words right if you don't get started.

The MOST IMPORTANT THING about writing is

G
E
T
T
I
N
G STARTED!

We hope having fun with words will get you started having fun with writing.

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